MANSCEN
NONCOMMISSIONED OFFICERS ACADEMY
MILITARY POLICE
ADVANCE NONCOMMISIONED OFFICER COURSE

STUDENT GUIDE/ PRACTICAL EXERCISE PACKET

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Module A

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ACADEMY

MILITARY BRIEFING

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Conduct a Military Briefing on assigned Battle

2. Enabling Learning Objective (ELO):

      A. Discuss the Information Briefing
      B. Discuss the Decision Briefing
      C. Discuss the Mission Briefing
      D. Discuss the Staff Briefing
      E. Discuss Staff Estimates

3. Assignment.
      Review FM 5-0, Appendix B & E.

4. References: FM 5-0, Student handouts.

5. Additional subject area resources: None

6. Bring to class:

      (a) All reference material.

      (b) Pencil/pen and paper.

STUDENT HANDOUT 1

Battle Analysis Study Guide

This Student Handout Contains	material paraphrased from the U. S. Army Training and Doctrine Command's training support package number 155-297-0010, title Integrate Historical Awareness and Critical Thinking Skills Derived from Military History Methodologies into the Training and Education of Self and Subordinate Leaders. You will use the battle analysis format for the content portion of your information briefing.

BATTLE ANALYSIS METHODOLOGY
STUDY GUIDE

<u>**Format for Battle Analysis**</u>

1.   **DEFINE THE SUBJECT:**

    a.   Determine what, where, when, and who to analyze.

    b.   Determine research material available to support study.

    c.   Evaluate research material.

2.   **SET THE STAGE:**

    a.   Consider the strategic factors.

    b.   Consider the operational setting.

    c.   Review the tactical situation.

        (1)   Study the area of operations.

            (a)   Weather

            (b)   Terrain

        (2)   Compare the opposing forces.

            (a)   Size and composition

            (b)   Technology

            (c)   Logistical systems

            (d)   Command, control, and communications

            (e)   Intelligence

            (f)   Doctrine and training

(g) Condition and morale

(h) Leadership

3. DESCRIBE THE ACTION:

a. State the mission of the opposing forces.

b. Describe the initial disposition of forces.

c. Describe the opening moves of the battle.

d. Detail the major phases.

e. State the outcome.

4. DRAW LESSONS LEARNED:

a. Relate causes to effects.

b. Establish military "lessons learned."

Battle Analysis and Your Information Briefing

You will use this battle analysis format for the content portion of your information briefing in FSC-TATS. In the limited time available for your briefing, you will not be able to cover all steps in the battle analysis in depth. Remember that step 4, Draw Lessons Learned, is the most important step of the battle analysis process. Limit your discussion in step 2, Set the Stage and step 3, Describe the Action, to items that support your lessons learned. As you establish military lessons learned, ensure you clearly state the framework and the item from the framework relevant to your battle. For example you might state, "The battle of Little Round Top during the Civil War, clearly demonstrated the importance of Leadership as a Dynamic of Combat Power."

Study Guide for Battle Analysis

Overview:

1.   General: The U.S. Army Command and General Staff College developed the battle analysis methodology to help its students structure their studies of battles and campaigns. The format can be easily applied by any military professional seeking insight from historical battles and campaigns to help deepen his/her understanding of warfare and the profession of arms.

a. The battle analysis methodology is a process for systematic study of a battle or campaign.

b. This process takes the form of a checklist that ensures completeness in examining the critical aspects of the chosen subject.

2.   Format: The checklist is divided into four sections, each of which builds on the previous one(s) to provide a logical order for the study.

a. The four sections are:

(1) **Define the Subject**.

(2) **Set the Stage (strategic, operational, and tactical settings)**.

(3) **Describe the Action**.

(4) **Draw Lessons Learned**.

b.   In the first section, you decide what battle you are going to study. In the next two, you gather the information necessary for a thorough and balanced study, and organize it in a logical manner to facilitate analysis. In the last section, you analyze the information to derive "lessons learned."

3.   Purpose: The battle analysis methodology is a guide to help ensure that important aspects of the study of a historical battle or campaign, are not forgotten. It is not a rigid checklist that must be followed to the letter. You do not have to use every part of it in your study, but all of the elements of battle analysis should be considered. Do not let the flow of your study be disrupted by the format's order.

Annotated Battle Analysis Format:

1.   DEFINE THE SUBJECT: Just like a military operation, a successful study of military history requires a clear, obtainable objective. The battle analysis format begins with the definition of the study.

a.   ***Determine what, where, when, and who***: Establish the parameters of the study to keep it manageable by determining the date, location, and principal adversaries.

b.   ***Determine the research sources***: Once you have chosen a subject, decide what sources you will need to make a systematic and balanced study. Books and articles will make up the majority of your sources, but other media—such as video, audio, and electronic ones—can also contribute to the study.

(1) **Books:** Look for a variety of sources to get a balanced account of the battle. Memoirs, biographies, operational histories, and institutional histories should all be consulted for information on your subject. Do not overlook general histories, which can help provide the strategic setting.

(2) **Articles:** Articles from professional military publications and historical journals can be excellent sources of information.

(3) **Other:** Documentaries containing film footage of actual events or interviews with people who took part in a battle can add to your understanding of the events. Transcribed oral history interviews with battle participants may also be available. In addition, check the Internet for electronic documents on more recent military operations.

c.   ***Evaluate the research sources***: Finding good sources to support your study is not easy, despite the large volume of published material. As you gather the research material, evaluate each in terms of its content and bias.

(1) **Content:** Determine what information the source can give you. Is it relevant to your subject? Will it help you complete your study?

(2) **Bias:** Decide to what extent the author is subjective or objective in his/her work. Is there a clear bias? If so, what is it? Does the bias make a difference in your use of the work?

2.   SET THE STAGE: This portion of the battle analysis format establishes the setting for the study. First consider the period of history and in which war the battle occurred. Then you must have a good understanding of the strategic, operational, and tactical situations before you can analyze the battle. You may want to consider what were the political, economic, religious, social and technological factors associated with the war and what influence they had on the battle. The level of detail in this portion of the battle analysis will depend on the purpose of the study and the audience for which it is intended. If the

causes of the war and the opponents are well known, there is little reason to go into great detail. Normally, a few paragraphs are enough to give the necessary background to place the battle in context.

     a.   ***Consider the strategic factors***: What caused the war? Who were the opponents? What were their war aims? What armed forces did the nations possess? How well trained, equipped, and armed were they? Did any social, political, economic, or religious factors influence the armies?

     b.   ***Describe the operational setting***: What campaign was the battle part of? What were the objectives of the campaign? Did any military factors—alliances, tactics, doctrine, or personality traits—affect the campaign? How did the battle fit into the overall campaign?

     c.   ***Review the tactical situation***: Since these factors have a direct effect on the operation, this part of the format will often answer why a particular action was or was not taken.

     (1) **Study the area of operations:**

        (a) _Weather_. What was the weather like in the area of operations? How did it affect the operation?

        (b) _Terrain_. Use OCOKA (observation, cover and concealment, obstacles, key terrain, and avenues of approach) factors to describe the terrain in the area of operations. What advantages did it give to the attackers or to the defenders?

     (2) **Compare the opposing forces:** In many ways, this is the heart of the study—analyzing the opposing forces. Describe and analyze the forces involved in the following terms:

        (a) _Size and composition_. What were the principal combat and supporting units involved in the operation? What were their numerical strengths in terms of troops and key weapon systems? How were they organized?

        (b) _Technology_. What were the battlefield technologies, such as tanks, small arms, close support aircraft, etc., of the opposing forces? Did one side have a technological advantage over the other?

        (c) _Logistical systems_. How did logistics affect the battle? Did one side have an advantage in available supplies or transportation?

        (d) _Command, control, and communications_. What kind of C3 systems did the opposing forces employ? Were these systems under centralized or decentralized control? How were the staffs organized, and how effective were they?

        (e) _Intelligence_. What intelligence assets were available to the opposing forces? How well were they used? What were the major sources of intelligence? Did one side have an advantage over the other in intelligence resources?

        (f) _Doctrine and training_. What was the tactical doctrine of the opposing forces, and how did they use it? What was the level of training in the opposing forces? Were some troops experienced veterans, some not, and some in between?

        (g) _Condition and morale_. What was the morale of the troops before the fighting, and did it change after the fighting began? How long had the troops been committed, and how did weather and terrain affect them? Did specific leaders affect morale?

        (h) _Leadership_. Who were the leaders, and how effective had they been in past actions? How were they trained, and what was their level of experience?

3.   DESCRIBE THE ACTION: This part of battle analysis—describing the battle itself—is what most people consider to be real military history. By following the format, you will study the battle chronologically. Do not let this approach disrupt your study of the battle. If you need to skip a phase in order to examine a combat functional area—such as maneuver, logistics, etc.—because it is more important to your overall objective, then do so.

    a.   ***State the mission of the opposing forces***: What were the objectives? What missions were developed to achieve the objectives? Were there other options—such as attacking, defending, or withdrawing—open to the two sides? Were those options feasible?

    b.   ***Describe the initial disposition of forces***: What were the locations of the units of the opposing forces? How were the units deployed tactically?

    c.   ***Describe the opening moves of the battle***: Examine the initial actions by the opposing forces. Did one side gain an advantage over the other in the opening phase of the battle?

    d.   ***Detail the major phases***: Establish a chronology for the battle while examining the actions after the opening moves. Look for key events or decisions that turned the battle toward one side or the other.

    e.   ***State the outcome***: Who won the battle? Did either side achieve its objectives? Did the battle provide an advantage to the winning side, and what was it? Did the battle have any long term effects, and what were they?

4.   DRAW LESSONS LEARNED: This is the most important step of the battle analysis process. With this step, you are turning "combat information" in the form of the historical facts of the battle into finished analysis rendered as "lessons learned."

    a.   ***Relate causes to effects***: In trying to distill "lessons" from the study of any battle, it is important to look at why something happened. To do so you will look at the outcome and what caused it. Look for those essential elements of the victory or defeat.

    b.   ***Establish military "lessons learned"***: Lessons from the past that are still relevant today are the end product of the battle analysis process. The insights, or "constants of war," gained from the study should transcend time, place, and doctrine. You can use one of the following frameworks (or another) for focusing analysis of military operations to help find these "constants." These frameworks are defined in FM 100-5, Operations.

        (1)   Principles of War.

        (2)   Dynamics of Combat Power

        (3)   Battlefield Operating Systems.

        (4)   Characteristics of the Offense.

Summary:

In this study guide for battle analysis, we discussed a definition of the battle analysis methodology: A systematic approach to studying past campaigns, battles, or operations, to derive lessons and insights understanding modern military professionalism. We indicated that the methodology, if used carefully, can be applied across the spectrum of military operations. We then discussed the four steps of the battle analysis process: define the subject, set the stage, describe the action, and draw lessons and insights. Step 1 involves finding or being given a subject to study and determining the proper sources to use. Step 2 describes the strategic, operational, and tactical situations prior to the start of the battle. Step 3 looks at how to describe the action by stating the mission, analyzing initial dispositions, assessing opening moves, establishing major phases, and stating the outcome. Step 4 assesses and consolidates lessons and insights and determines their relevance to contemporary military professionalism, using frameworks such as the Principles of War, Dynamics of Combat Power, Battlefield Operating Systems, and Characteristics of the Offense. Use this process as you continue to study military history and you will enhance your critical thinking skills and your effectiveness as a soldier.

STUDENT HANDOUT 2

Standards for Information Briefings

This Student Handout Contains	This student handout contains standards for oral presentations. It does not provide doctrine. You can use this handout to help in preparation of your oral presentations.

Standards for Information Briefings

Overview

Motivator	Your ability to communicate effectively could have a critical impact on the outcome of a battle. Your communication skills will affect your career and the welfare of your soldiers. This information briefing is an opportunity for you to sharpen your communication skills.
Evaluation	Your instructor will rate your battle analysis briefing as superior, satisfactory, or unsatisfactory using the Information Briefing Checklist, FM 5-0, and this student handout. This briefing will be considered as part of your Oral Communication abilities on your DA Form 1059.
Resource requirements	**Visual aids**: You may use any different types of visual aids in your briefing. Visual aids include slides, butcher paper, charts, maps, handouts, models, and flags. If you want to use other visual aids than these, you must clear them with your instructor. **Equipment**: You may use the lectern or any other equipment available in the small group room. **Set up**: After obtaining your instructor's permission, you may set up the group room as you like for your presentation. **Note cards**: You may prepare note cards and use them during your presentation.
Special instructions	**Date**: Your instructor will announce the date of your briefing. **Speaking Sequence**: Your instructor will choose the method of determining the speaking sequence. You need to know who follows you in the sequence so you can announce the next speaker. **Audience**: If you aim your briefing at a specific audience, tell your group exactly

whom you are briefing before you begin your presentation.

Outline:
- Turn in your draft outline on the day determined by your SGL. Your instructor will approve your briefing topic and ensure you understand the assignment.
- Make a copy of your final briefing outline for your instructor. Do not merely use the words "introduction," "body," and "closing." Provide enough information in the outline, including your major points, for the instructor to follow your group presentation.

Originality: Your briefing must be your own work. You may not deliver an information briefing based on another's work, you will prepare the part of the briefing that is determined as your specific area. The cohesiveness of the briefing will require a group effort and rehearsals. We encourage the group to give practice presentations to others and have them give you feedback. After your presentation, you will receive feedback from your instructor and the audience. Your instructor will show you his evaluation of you on the Information Briefing Checklist.

Time

Setup: You will have approximately one minute to set up the area before you begin your briefing.

Graded requirement: You must present the introduction and body portions of your briefing in the time frame that the presentation will take. Briefings will be no less than 8 minutes and no greater than 10 minutes (+ or - 1 minutes). Your time requirement ends when you ask for questions at the start of your conclusion. If your briefing goes over 10 minutes you will receive an unsat and be re-evaluated.

Time, continued

Question and answer period: You will respond to questions for up to one minute. The responses are to clarify information and are not part of the evaluated requirement.

Concluding statement: Finally, you will give your concluding statement in less than 30 seconds. Your instructor will evaluate your concluding statement, but the time is a limit only and not part of the evaluated requirement.

Feedback

We encourage you to provide feedback to your fellow students on their briefing. Your comments should be productive and positive in tone. Find something right with the presentation rather than focusing solely on any negative aspects.

INFORMATION BRIEFING CHECKLIST

Introduction

Greeting   **Superior**: Imaginative attention step immediately gained audience attention; addressed person/group being briefed; identified yourself and your organization. Introduction effectively presented all elements required by FM 5-0.

Satisfactory: Introduction gained audience attention addressed person/group being briefed; identified yourself and your organization. Introduction included all elements required by FM 5-0.

Unsatisfactory: Did not address person/group being briefed. Did not identify yourself and your organization. Introduction failed to include elements required by FM 5-0.

Type and   **Superior:** NA
classification
Satisfactory: Stated type of briefing. Stated classification of briefing. Presented type and classification required by FM 5-0.

Unsatisfactory: Failed to state type and/or classification as required by FM 5-0.

Purpose and   **Superior**: Purpose and scope were brief, clear, memorable, and very effective so
scope   that the audience understood the big picture quickly.   Purpose and scope met requirements in FM 5-0.

Satisfactory: Purpose and scope were clear and IAW FM 5-0.

Unsatisfactory: Purpose and scope were NOT brief, clear, or IAW FM 5-0.

Outline or   **Superior:**   Outline or procedure included a summary of the main points in
procedure   sequence. The audience could grasp the plan of the discussion and see the relationship of each point to the whole. Outline or procedure was effective and IAW FM 5-0.

Satisfactory: Outline or procedure included a summary of the main points; listed main points in sequence; and was IAW FM 5-0.

Unsatisfactory: Outline or procedure did not present a summary of main points. It confused listeners by setting up guide posts that pointed in a different direction from where your were actually going; not IAW FM 5-0.

Body

Content

Superior: Subject precisely narrowed to fit time available. Effectively used time to provide an in-depth exploration of topic. Content totally supported the bottom line. Developed all points well. Facts presented were precise, interesting, and accurate. Verbal supports such as examples, comparisons, and quotations were appropriate, interesting, and effective. Visual aids effectively supported major points.

Satisfactory: Subject was neither too broad nor too narrow for time available. Content was relevant and adequately supported bottom line. Facts presented were generally clear, correct, relevant, and interesting. Adequately developed major points. Verbal supports such as examples, comparisons, and quotations were generally effective. Used visual aids as required.

Unsatisfactory: Subject too broad or too narrow for time available. Content weak or failed to support bottom line. Material presented not relevant to topic. Facts largely vague, inaccurate, or uninteresting. Failed to adequately develop major points; presentation lacked verbal supports such as examples, comparisons, and quotations. Lacked visual supports required by FM 5-0. Briefing was unquestionably dull and monotonous.

Sequence

Superior: Well-organized presentation. Selection of major points and sequencing were particularly appropriate and effective in supporting the bottom line. Major points and subordinate ideas logically sequenced so that one flowed naturally into the next. Development effectively presented all elements required by FM 5-0.

Satisfactory: Well-organized presentation; logical development of subject matter and ideas; selection and sequencing of major points supported bottom line. Development included all elements required by FM 5-0.

Unsatisfactory: Presentation failed because of poor organization, lack of unity, or inappropriate methods and techniques; sequencing inconsistent with bottom line and major points; major points did not support the bottom line. Development failed to include elements required by FM 5-0.

Visual Aids

Superior: Room physical conditions acceptable. Visual supports were relevant, effective, professional, and illustrated the points simply and clearly. Briefer was well acquainted with them and smoothly and effectively introduced, explained, and removed them.

Satisfactory: Room physical conditions acceptable. Visual supports were relevant and generally illustrated the points. Briefer was familiar with them, introduced them at the proper times, and used them with adequate skill.

Unsatisfactory: Little or no regard shown for physical conditions. Visual supports inadequate or lacking, failed to illustrate the point, or contained misspelled words. Briefer/speaker unprepared to effectively use visual supports, used them as a crutch, directed all of his attention to them, insufficiently explained them, or handled them clumsily.

Transitions	**Superior**: All transitions were smooth and effective, and clarified the relationships between the points.
	Satisfactory: Usually made smooth transitions.
	Unsatisfactory: Moved from one point to another without clear transitions.
Closing	
Ask for questions	**Superior**: Answered all questions using proper question and answer techniques. Well prepared for questions. Responses revealed a solid knowledge of the subject and allied material. Answers well-organized and facts accurate.
	Satisfactory: Usually used proper question and answer techniques. Responses revealed an adequate knowledge of the specific subject. Responded candidly when unsure of an answer.
	Unsatisfactory: Failed to ask for questions. Responses revealed a fundamental lack of knowledge; frequent errors of facts; many ambiguities and misleading statements; bluffed to cover up inadequacies; avoided answering direct questions.
Conclusion	**Superior**: Conclusion returned audience to bottom line and effectively summarized the major points and their relationship to the bottom line. Strong, decisive closing statement clearly appropriate to type of presentation, subject, and audience. Conclusion effectively and smoothly incorporated elements required by FM 5-0.
	Satisfactory: Recapped major points and returned to bottom line. Closing statement adequate for type of presentation. Conclusion included elements required by FM 5-0.
	Unsatisfactory: No conclusion, or only an ineffective, token conclusion. Conclusion failed to include elements required by FM 5-0.
Announce the next speaker	**Superior**: NA
	Satisfactory: Accurately announced the next speaker.
	Unsatisfactory: Failed to announce the next speaker or announced the wrong speaker.

Time   **Superior:** Presented the briefing within 1 minute of the target time.

Satisfactory: Presented briefing/speech within the time limits specified for the oral presentation.

Unsatisfactory: Failed to present briefing/speech within the time limits specified for the oral presentation. (An UNSATISFACTORY rating for time will automatically result in an overall evaluation of UNSATISFACTORY for the entire presentation.)

Key Communication Factors

Enthusiasm   (Personality, Voice Volume, Facial Expression)

Superior: Dynamic, enthusiastic presentation; conveyed the speaker's personality, confidence, and evident interest in talking about the subject. Created a feeling of enthusiasm in the audience. Volume strong enough to be heard easily; reflected a feeling of enthusiasm, confidence, and vigor; volume natural, varied and used effectively for emphasis. Facial expressions natural and varied and reflected an attitude of sincerity, and enthusiasm for speaking; effectively emphasized ideas and feelings.

Satisfactory: Generally enthusiastic presentation; conveyed speaker's personality and interest in the subject. Voice strong enough for all members of the audience to hear; volume varied and created a general feeling of confidence and enthusiasm. Facial expressions natural and varied and reflected interest in the subject.

Enthusiasm, continued   **Unsatisfactory**: Presentation generally lacked enthusiasm and personality. Speaker seemed bored, tired, timid, or apologetic. Speaker hard to hear; voice noticeably weak and lacking in confidence and enthusiasm; volume unvaried and monotonous. Facial expression lacked variety; conveyed impression of boredom or disinterest.

Stance   (Posture, Appearance, Movement)

Superior: Posture erect, alert, comfortable, and natural. Neat and well-groomed (IAW AR 670-1). Movements natural, easy, well-timed and purposeful. Movements supported the message--helped hold attention, maintained interest, and conveyed thoughts clearly.

Satisfactory: Posture straight with weight on balls of feet. Neat and well-groomed (IAW AR 670-1). Not tied to lectern. Movements varied and usually smooth and purposeful but not excessive; generally supported message.

Unsatisfactory: Posture unprofessional, slouching, or hunched. Untidy and careless in attire; unkempt personal appearance and grooming; uniform wrinkled and brass dirty or unpolished. Did not move during presentation (tied to lectern) or movements were awkward, jerky, repetitious, meaningless, or excessive.

Note: It is not necessary to exceed the standards of AR 670-1 to receive a SUPERIOR rating. Uniform and appearance must meet standards of AR 670-1 or other appropriate service regulation.

Gestures   **Superior**: Gestures varied, and were natural, purposeful, appropriate, and helped keep the audience focused on the message. Use of gestures reinforced ideas and feelings and gave a visual dimension to the words.

Satisfactory: Gestures were natural and appropriate to the occasion; usually purposeful; few distracting mannerisms.

Unsatisfactory: Gestures stilted, meaningless, affected, or excessive; speaker had extremely distracting mannerisms; all gestures looked alike.

Eye contact   **Superior**: Used eye contact to keep the audience focused on the message. Maintained personal eye contact with the audience creating a feeling that speaker was interested in each member of the audience individually. Use of notes inconspicuous.

Satisfactory: Usually maintained eye contact with the audience; made eye contact with all members of a small audience or with groups in a larger audience. Referred only occasionally to notes.

Unsatisfactory: Stared at floor, ceiling, or a fixed point in the room; depended completely on notes or script. Failed to make eye contact with audience.

Voice variables   (Pace, Pitch, Pause)

Superior: Pace was appropriate for subject and audience; effectively used variety in pace and pitch to emphasize points and convey intensity of convictions and depth of feelings. Used pauses effectively to clarify ideas and emphasize important points.

Satisfactory: Pace varied and appropriate (not too fast or too slow) for subject matter and audience size. Pitch varied within normal range for speaker, not uncharacteristically shrill or monotone. Use of pauses generally effective and usually free of vocalizations.

Unsatisfactory: Uneven, excessively choppy speech; too rapid; created an impression of excessive nervousness or anxiety; words not clear to all members of the audience; pace too slow to keep audience's attention; pace unvaried and monotonous. Voice was uncharacteristically raspy or shrill; pitch monotonous. Use of pauses erratic and made the ideas difficult to follow; speaker rushed words instead of pausing; speaker vocalized pauses.

Clarity   (Word Choice, Grammar, Pronunciation)

Superior: Articulated thoughts and ideas clearly, concisely, and quickly. Words precise, simple, conversational, and used and pronounced correctly. Grammatically correct. Used precise articulation in enunciation.

Satisfactory: Articulated most thoughts and ideas clearly. Used appropriate words. Errors in grammar were minor and not distracting. Seldom mispronounced words.

Unsatisfactory: Did not articulate thoughts or ideas clearly. Often used wrong words or words chosen to impress the audience. Made frequent errors in grammar. Frequently mispronounced words. Used poor enunciation: slurred words, dropped syllables, clipped final letters such as the "g" in "ing."

OVERALL EVALUATION

Superior: Achieve six or more superiors out of the ten possible superiors for introduction, body, and closing (no superior rating for "Type and Classification" or "Announce the next speaker"). Also achieve four or more superiors out of the six possible marks under key communication factors.

Satisfactory: Achieve less than six superiors for introduction, body and closing or achieve less than four superiors for key communication factors while achieving better than unsatisfactory.

Unsatisfactory: Achieve six or more unsatisfactory marks in the introduction, body, and closing or achieve four or more unsatisfactory out of the six possible marks under key communication factors. Failed to present the briefing within the time limits specified.

INFORMATION BRIEFING CHECKLIST				
NAME (LAST, FIRST, MI)	**STUDENT NO.**	**GROUP ROOM**	**DATE**	
SUBJECT:			**LESSON:**	

EVALUATION:	NA	UNS	SAT	SUP
Introduction:				
Greeting:		( )	( )	( )
Type and Classification:		( )	( )	
Purpose and Scope:		( )	( )	( )
Outline or Procedure:		( )	( )	( )
Body:				
Content:		( )	( )	( )
Sequence:		( )	( )	( )
Visual Aids:		( )	( )	( )
Transitions:		( )	( )	( )
Closing:				
Ask for Questions:		( )	( )	( )
Conclusion:		( )	( )	( )
Announce next speaker:		( )	( )	( )
Time: _____ (min/sec)		( )	( )	( )
Key Communication Factors:				
Enthusiasm:		( )	( )	( )
Stance:		( )	( )	( )
Gestures:		( )	( )	( )
Eye Contact:		( )	( )	( )
Voice Variables:		( )	( )	( )
Clarity:		( )	( )	( )
OVERALL EVALUATION:		( )	( )	( )

Comments:

(Instructor's signature)   (Student's signature)

SH-2-9

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 1: 191-4014 version 1-03

PRACTICAL EXERCISE SHEET 1

Title	Military Briefing
Lesson Number / Title	191-4014 version 1-03 / Military Briefing
Introduction	None.
Motivator	As a professional noncommissioned officer it is imperative that you possess the skills necessary to effectively communicate with your superiors. Military briefings are a vital tool in information sharing and gathering.

Terminal Learning Objective

NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

Action:	Conduct a Military Briefing
Conditions:	In a small group classroom setting, given FM 5-0, student handouts # 1, student handout # 2 and a subject topic to brief.
Standards:	Conducted a Military Briefing in accordance with the briefing checklist (Student Handout # 2).

Safety Requirements	None.
Risk Assessment	Low
Environmental Considerations	None.
Evaluation	This practical exercise will be evaluated using the briefing checklist in student handout #2.
Instructional Lead-In	None.
Resource Requirements	**Instructor Materials:** Briefing checklist for each student. **Student Materials:** Any visual aids and/or equipment that is available in the small group classroom.
Special Instructions	None.
Procedures	

1. This is an individual excerise.   Although students may seek assistance from other students various reasons, identical presentations within the class will be considered as plagiarism.

2. You must select a battle to brief, and develop an outline   Your instructor will notify you of the date the outline is due as well as the date of your briefing. It is expectable to turn your power point slides (printed six slide per page/or note pages) as the outline. A college paper outline is not required.

3. The instructor will approve your briefing topic when your outline is reviewed. If the instructor disapproves your briefing topic, he/she will assign a topic at that time.

4. The entire briefing will be no less than 8 minutes and no greater than 10 minutes, which includes questions and answers.

5. All students must brief using a power point presentation.

6. More detailed instructions are located in student handout #2. If you are not sure of the requirements, ask your instructor for clarification.

Feedback Requirements	None.

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS
ACADEMY

MILITARY HISTORY

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Identify the History of the Military Police.

2. Enabling Learning Objective (ELO): None

3. Assignment.

> Read the Military Police Corps Regimental History.

4. References: Student Handout

5. Additional subject area resources: None

6. Bring to class:

> (a) Student Handout

> (b) Pencil/pen and paper.

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS
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OPERATION ORDERS and OVERLAYS

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Prepare a Battalion Operation Order, an Oral
Operation and an Operation Overlay.

2. Enabling Learning Objective (ELO):

      A. Prepare an Operational Overlay
      B. Prepare a Battalion Operations Order
      C. Issue an Oral Operations Order

3. Assignment.
      Read FM 5-0; FM 1-02; FM 3-19.4, pages 193-200. Complete the symbols
exercise (SH-1) in the student packet.

4. References: FM 5-0, FM 1-02, FM 3-19.4 and STP 19-95b24-SM-TG

5. Additional subject area resources: None

6. Bring to class:

      (a) All reference material.

      (b) Pencil/pen and paper.

The student will complete this exercise prior to the instructional class. Use FM 1-02 to complete the following symbols and identify the reference by page number. Draw the symbol to the right. The instructor will give you the solution in class.

1.   Air Defense Artillery (Air Defense).

2.   Air Defense Artillery —Patriot.

3.   Railway Operating Unit

4.   Enemy — Armor platoon.

5.   Enemy — Artillery.

6.   Enemy — MP.

7.   Air Assault — Infantry.

8.   Company — Engineer.

9.   Platoon - Arctic Infantry.

10.   Brigade—Band.

11.   Installation — Replacement Holding Unit.

12.   Enemy — Division — Medical Treatment.

13.   Nuclear Target.

14.   Decision Point.

15.   Abatis.

16.   Wide Area Mine.

17.   Pop-up Point (PUP).

18.   NBC Observation Post (OP) (Dismounted).

19.   Eight US Army.

20.   Airdrop Equipment Support Company.

21.   Mortuary Affairs Company.

SECURE VS SEIZE VS CLEAR

SECURE: To gain possession of a position with or without force, and to deploy in a manner which prevents its destruction or loss to the enemy. Physical occupation not required.

SEIZE: To clear a designated area and obtain control of it. Must physically occupy the ground.

CLEAR: A requirement to eliminate organized resistance in an assigned zone by destroying, capturing, or forcing the withdrawal of enemy forces that could interfere with the unit's ability to accomplish its mission.

CONTAIN VS FIX VS BLOCK

CONTAIN: To restrict enemy movement by stopping, holding, or surrounding his forces, causing him to center his activities on a given front, preventing their use elsewhere.

FIX: To prevent the enemy from moving any part of his force from a specified location and/or for a specified period of time by holding or surrounding them to prevent withdrawal and repositioning.

BLOCK: To prevent the enemy access to a given area or prevent enemy advance in a given direction.

DESTROY VS DEFEAT

DESTROY: To render the opposing force combat ineffective unless reconstituted. "Physical destruction over psychological destruction."

DEFEAT: To disrupt/nullify the enemy's plan and/or subdue his will to fight so he is either unwilling or unable to pursue his mission may or may not entail the destruction of any part of the enemy force. "Psychological over physical."

FOLLOW VS FOLLOW AND ASSUME VS FOLLOW AND SUPPORT

FOLLOW: Broadly defines the order of movement of committed and noncommitted combat, combat support, and combat service support units in combat operations.

FOLLOW AND ASSUME: A mission given to a unit which requires it to follow another unit and at a specified time assume the main attack of the headquarters to which it is assigned, attached,, or OPCON. The F & A force is a committed unit.

FOLLOW AND SUPPORT: A mission assigned to a force to relieve attacking units of tasks which will slow their advance. Typical tasks are destroying bypassed enemy pockets, securing flanks and key terrain, and performing LOG security. The F & S force is a committed unit.

MISSION	METHOD
SCREEN	o maintain surveillance
	o destroy or repel all enemy reconnaissance forces
	o deceive and delay enemy forces
	o decide, detect, deliver fires or the main force field arty
	o preclude decisive engagement

GUARD (PROTECT)	o accomplish all tasks of a screen force o decide, detect, deliver fires of guard and/or main force field arty o deceive, delay, and destroy enemy forces o identify enemy main effort o can accept decisive engagement
COVER	o accomplish all tasks of a screen and guard force o act as a tactically self-contained combined arms force o act independent of the main force o accept decisive engagement

NOTE 1: Fires support is normally from main forces, therefore, screen or guard area of operations are normally within max range of systems.

NOTE 2: Terrain behind screen force and in front of main forces is normally the responsibility of-the main force.

Copy _____ of _____ Copies
44th MP Bde, II CORPS
FT LEONARD, WOOD, MO (WB 7575)
011200S APR XX
 XV3M

OPORD # 04-XX, Operation Desert Blast
Reference: V779S, Ft Leonard Wood Military Installation Map, 1-NIMA, 1:50,000
Time Zone used throughout Order: Sierra (Local)

Task Organization:

230th MP Bn   240th MP Bn

    HHD, 230th MP Bn   HHD, 240th MP Bn
    255th MP Co   205th MP Co
    270th MP Co   265th MP Co
    755th MP Co   275th MP Co
    881st MP Co

1. SITUATION:

   a. Enemy Forces: Annex B (Intelligence).

     (1) Terrain: Generally rugged and hilly with a dense population of deciduous trees.
Inhabited by mosquitoes, ticks, poisonous snakes and various forms of wildlife.

     (2) Weather: Often dry and dusty during summer months, turning wet and muddy during
the winter and spring seasons.

   b. Friendly Forces:

     (1) 8th US Army is occupying and establishing operations throughout AREA DESERT
SANDSTORM (WB1099, WB9999, WB9910, WB1010). The intent is to rapidly secure the
operational area, establish logistical bases, open the lines of communication, and conduct
operations to repeal and destroy all enemy forces.

     (2) II Corps is occupying and establishing rear area operations throughout the Area I and
II (ZONE LEONARD WOOD [WB4589, WB 8389, WB 8461, WB 4561].) The intent is to open
the lines of communication and to quickly establish smooth flow of personnel and supplies
through out the COMMZ.

OPORD 04-XX, Operation Desert Blast, 44th MP Bde

      (3) 16th MP Bde is conducting Mobility and Support Operations (MSO), Area Security and Noncombatant Evacuation Operations (NEO), to our west in Area I (WB 4589, WB 6289, WB 6261, and WB 4561).

      (4) Elements of the XVIII Airborne Corps will assume positions to our east within 48-96 hours.

      (5) 2nd Inf Div is operating to our north.

      (6) The 29th MP Bn is conducting Maneuver and Mobility Support Operations, Area Security and NEO throughout ZONE BUFFALO (WB 6299, WB 8461, WB 8424, and WB 6224).

    c. Attachments/Detachments: None.

2. MISSION: On order the 44th MP Bde will secure main supply routes and conduct MM&S, AS, I/R, L&O, and PI within Area II (WB 6289, WB 8389, WB 8461, WB 6261) in support of 8th US Army and II (US) Corp rear area operations.

3. EXECUTION:

    Intent: I intend to secure all main supply routes and complete safe and comprehensive MM&S, AS, I/R, L&O, and PI missions within the battalion area of operation. We will maintain security and open lines of communication, ensuring safe, uninterrupted movement in the II (US) Corp rear area. BN S-3 will determine Mission completion.

    a. Concept of operation:

      (1) Maneuver: The 230th MP Bn will conducted mounted movement from the point of entry (Airstrip located at grid WB 710745) to their zone of operation in the western half of Area II. The 240th MP Bn will conducted mounted movement for the airstrip into their area of operation in the eastern half of Area II.

      (2) Fires: 3/320th FA has developed a fire plan within ZONE LEONARD WOOD. Priority of fires is to 1/327th INF Regiment on call to the Bde. There is limited tactical air support available.

OPORD 04-XX, Operation Desert Blast, 44th MP Bde

    b. Tasks to Subordinate Units:

       (1) The 230th MP Bn will establish a base of operations within ZONE PIG (WB7089, WB 8389, WB 8461, and WB 7061). The 230th MP Bn will conduct quartering party operations for the Bde TOC (WB 762748.) The quartering party will depart for the Bde TAA FISH (WB 737758) in MOPP 4 eight hours prior to the main body. The quartering party will secure the TAA FISH and leave a security team to facilitate the Bde occupation of the TAA. The 230th MP Bn will move in to secure the BDE TOC.   The BDE TOC will collocate with the 230th MP Bn for initial operations and then on order move to the alternate TOC location (WB 753820.)

       (2) The 240th MP Bn will establish a base of operations within ZONE DRAGON (WB 6289, WB 7089, WB 7061, WB 6261) and on order conduct MM&S, AS and I/R missions in support of II (US) Corp rear operations.

    c. Coordinating instructions:

       (1) The S-2 will disseminate CCIR and EEFI when required.

       (2) Each battalion will coordinate with the respective installation issue facilities for required equipment.

       (3) Collateral damage to host nation roads and other facilities is to be minimized.

       (4) Initial MOPP level is 0 (zero) for the main body and MOPP 4 for QP operations.

       (5) Order effective for planning upon receipt and effective for execution on order.

4. SERVICE SUPPORT:

    a. Support Concept: Each subordinate unit will deploy with a 72-hour sustainability supply load. Coordination with Log trains will be coordinated through the BDE S-4 after operations are established.

b. Material and Services:

       (1) Class I – MREs will be issued in bulk prior to departure. Meals will be served as follows A – C – A.

       (2) Class II – Request for shortages will be processed through local installation quartermaster units.

OPORD 04-XX, Operation Desert Blast, 44th MP Bde

   (3) Class III – the subordinate unit will handle Refueling operations until refuel operations are established.

   (4) Class V – All battalions will submit ammunition request through the brigade S-4.

   (5) Class VII – The sub-motor pool will provide serviceable HMMWVs and other vehicle requirements with operations communication equipment.

   (6) Miscellaneous: Battalions will provide their own internal support for mail, chow pickup and water (potable water is located at the Brigade Support Area [BSA] WB 789782).

  b. Medical Evacuation and Hospitalization: Report all medical evacuation and hospitalization requirements through the chain of command. Ground evacuation will be the primary means of medical support.

5. COMMAND AND SIGNAL:

  a. Command:

   (1) The II Corps Main CP will locate at WB 506638. Relocation o/o to WB 489692.

   (2) The 44th MP BDE CP will locate at WB 762748. Relocation o/o to WB 753820.

  b. Signal:

   (1) SOI KTV 0000 C is in effect.

   (2) Radio traffic will be minimized at all times.

ACKNOWLEDGE:

         BADHAMMER
         COL
OFFICIAL:

WINFALL
S-3

ANNEXES: A Omitted
      B (Intelligence)
      C-V Omitted

ANNEX B (Intelligence) to OPORD 04-XX, Operation Desert Blast, 44th MP Bde

1. SITUATION:

    a. Enemy Forces:

        (1) The 2d (Iraqi) Corps continues to occupy prepared defensive positions south of the Iraqi-Saudi Arabian border with four divisions. The 23d (Iraqi) Infantry and 24th (Iraqi) Infantry Divisions constitute the first echelon while the second echelon is composed of the 22d (Iraqi) Mechanized and 21st (Iraqi) Tank Division. These forces are expected to defend from current location until arrival of reinforcements from the Iraqi strategic reserve (36 to 48 hours), or to assume the flank security missions if the I.I.C. attacks out of the salient to take King Khalid Military City (KKMC). Elite recon elements of Republican Guard forces are expected to probe and harass rear area friendly elements.

        (2) The 24th (Iraqi) Infantry Division at 80 percent strength has two infantry brigades forward and one infantry brigade along the Kuwait-Iraq border. Company size forces can be expected to operate independently or as mutually supporting forces in large-scale operations. Their weakness in communication capabilities limits their ground forces during combined echelon offensive operations. All supporting artillery occupies prepared positions.

        (3) Up to 50 sorties/day of fighter-bomber aircraft will be employed against II (US) Corps (44th MP Bde, 230th MP Bn area of operations), in ground support and suppression of enemy air defense roles.

    b. Enemy Capabilities:

        (1) Nuclear, Biological and Chemical. IRAQ has the capability to employ NBC agents by artillery, rocket and aerial delivery means in support of insurgent operations.

        (2) The potential exists for up to battalion-size elements to spearhead a major offensive (against II US Corps) by air or ground insertion into the rear area. On resumption of hostilities up to 3 battalions of elite Republican Guard Soldiers are expected to attack the rear in an attempt to delay forward movement of friendly combat elements.

2. MISSION:

        The 44th MP BDE will immediately begin collection and dissemination of CCIR upon occupation of Area II in support of II Corps Intelligence gathering efforts.

ANNEX B (Intelligence) to OPORD 04-XX, Operation Desert Blast, 44th MP Bde

3. EXECUTION:

   a. Scheme of Support: S-2, 44th MP BDE will disseminate CCIR as required.

   b. Intelligence Acquisition:

      (1) Squads/Teams will report any enemy sightings/contact using the SALUTE report (size, activity, location, unit, time, and equipment).

      (2) Request to Higher, Adjacent and Cooperating Units: All requests will go through the Battalion Tactical Operations Center (TOC).

   c. Measures for Handling Personnel, Documents and Material:

      (1) PWs, Deserters, Repatriates, Inhabitants and other Persons: Squads/Teams will notify battalion TOC through company TOC as to disposition of the above.

      (2) Captured Documents: Squads/Teams will notify battalion TOC through company TOC location, time, circumstances of how obtained and transport the documents to the TOC unless otherwise ordered.

      (3) Captured Material: Squads/Teams will notify battalion TOC through company TOC of enemy material captured, designated as Weapons, NBC, POL, and Unknown or other and request instructions for their processing/disposition.

   d. Documents or Equipment Requirements: Any intelligence support required may be obtained through Battalion S-2.

4. SERVICE SUPPORT: No additional instructions.

5. COMMAND AND SIGNAL:

   a. Command: The S-2 will be located at the 44th MP BDE TOC, WB 762748.

   b. Signal: All intelligence information will be encoded when transmitted under unsecured means.

PRACTICAL EXERCISE SHEET 1

Title	Operation Orders and Overlays
Lesson Number / Title	191-4016 version 1-05 / Operation Orders and Overlays
Introduction	None.
Motivator	None
Enabling Learning Objective	**NOTE:** The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise. (ELO A)

At the completion of this lesson, you [the student] will:

Action:	Prepare an operational overlay.
Conditions:	In a classroom, given FM 3-19.4, FM 5-0, and FM 1-02, a military map, a protractor, overlay material, markers, a situation, and a requirement to prepare an operational overlay.
Standards:	Prepared an operations overlay using the appropriate graphics from FM 1-02, showed the correct security classification, contained the required information in the title block and was completed in the allowed amount of time.

Safety Requirements	None.
Risk Assessment	Low
Environmental Considerations	None.
Evaluation	Written examination in 191-4020.
Instructional Lead-In	It is imperative that the modern battlefield communicates in an acceptable and standard format. Understanding the five paragraph OPORD and symbols/overlays will allow this communication to work.
Resource Requirements	**Instructor Materials:** None **Student Materials:** STP 19-95B24-SM-TG, FM 5-0, FM 1-02, FM 3-19.4, PE #1, advance sheet, FLW map (V779SFTLWOODMIM), writing materials, overlay material, overlay markers sheet and protractor.
Special Instructions	None.

Procedures

SITUATION: You are assigned to S-3, 230th Military Police Battalion. You have received an OPORD with the following information extracted:

· Map sheet: Fort Leonard Wood, MIM 1:50,000 scale.
- 260th MP Co. is conducting operations to your north.
- HQ, 230th MP Bn. and HQ, 270th MP Co. are collocated at WB 62057195
    - HQ, 265th MP Co. is located at WB 656696
    - HQ, 240th MP Bn. is located at WB 641675
- Attack Position 1 is occupied by 1st Platoon (+), 270th MP Co.
- Attack Position Grid Coordinates:
   WB 692745
   WB 696743
   WB 698737
   WB 696733
   WB 688736
   WB 688743
   WB 692745
- 1ST Platoon (+), 270th MP Co. is located at
WB 693739
- 2nd Platoon (-), 270th MP Co. is conducting screening   missions from WB 61357665
to WB 69107825
- 3rd Platoon (-), 270th MP Co. is conducting screening `missions from WB 63807170 to
WB 73157125
- The following are coordination points:
   WB 76058035
   WB 69858099
   WB 69107825
   WB 75557120
   WB 68017116
   WB 63807170
   WB 61357665
   WB 73157125
- The Line of Departure (LD) and Phase Line Red
(PL Red) is located between WB 69107825 southerly along hard surface road (H HWY)
and continues on light duty improved road to WB 73157125.
- Enemy positions: Known Enemy – WB 74617514; Suspected – WB 76686820
- Enemy Battle position coordinates:
   WB 747756
   WB 751754
   WB 748748
   WB 746745
   WB 743749
   WB 742753
   WB 747756
- 1ST Platoon (+), 270th MP Co. will move on a generally East to Northeast axis of
advance (AA Strike) from present position in Attack Position 1, as the main effort to
destroy the enemy (vicinity (vic) WB 746751)
- Current boundaries:

   Northern Boundary of 270th MP Co. – starts at Coordination Point (CP) located
vic. WB 61357665 and follows unimproved road; at the end of unimproved road travels
along an azimuth of 59 degrees to improved light duty road; follows light duty road
southerly to unimproved road; follows unimproved northerly to CP located vic. WB
69107825; follows H Hwy to CP located vic. WB 69858099; turns easterly along
unimproved surface road to light duty improved surface road northerly to CP vic. WB
76058035.

Southern Boundary of 270th MP Co. – starts at CP located vic. WB 63807170 and follows light duty improved surface road (E) northeasterly then southerly to unimproved surface road; to CP located vic. WB 68017116; then follows light duty surface road easterly to CP located vic. WB 73157125 and continues along light duty road to CP vic. WB 75557120.

Rear Boundary of 270th MP Co. – starts at CP located vic. WB 61357665 and follows HWY 17 to CP located vic. WB 63807170.

- This overlay is unclassified (for training only).

- Task Organization: 44th MP Bde (supporting II Corps)

- 230th MP Battalion	- 240th MP Battalion
260th MP Co.	265th MP Co.
270th MP Co.	275th MP Co.
280th MP Co.	285th MP Co.

Requirement: Within 90 minutes, complete an operational overlay depicting the above information. Be prepared to brief your overlay using the overhead projector. Identify one person to be the group representative to brief the overlay.

PRACTICAL EXERCISE SHEET 2

Title	Operation Orders and Overlays
Lesson Number / Title	191-4016 version 1-05 / Operation Orders and Overlays
Introduction	The purpose of this exercise is to develop the ability within the student to complete an operations order at battalion and company levels.
Motivator	None.
Enabling Learning Objective	**NOTE:** The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise. (ELO B) At the completion of this lesson, you [the student] will:

Action:	Prepare a Battalion Operations Order.
Conditions:	In a classroom, given an operational overlay and a brigade operations order, FM 3-19.4, FM 5-0, and FM 1-02, a military map, and a requirement to prepare a battalion operation order.
Standards:	Prepared the operations orders in the allowed amount of time. The operations order must reflect the information provided in the overlay and brigade order and be in the format as shown in FM 5-0.

Safety Requirements	None.
Risk Assessment	Low
Environmental Considerations	None.
Evaluation	Written examination in 191-4020.
Instructional Lead-In	It is imperative that the modern battlefield communicates in an acceptable and standard format. Understanding the five-paragraph OPORD and symbols/overlays will allow this communication to work.
Resource Requirements	**Instructor Materials:** **Student Materials:** STP 19-95B24-SM-TG, FM 5-0, FM 1-02, FM 3-19.4, a Brigade Operations Order, and writing materials.
Special Instructions	None.

Procedures

SITUATION: You are the Bn Operations Sergeant, 230th Military Police Battalion. Your commander has just given you the brigade OPORD for the upcoming mission and has instructed

you to write the battalion order. All applicable annexes and information are available in the brigade order.

Additional instructions:

1. This is an <u>individual</u> exercise. Although you may <u>discuss</u> this PE with other students, each OPORD must be the work of the <u>individual</u>. Therefore OPORDs will be somewhat different in content.

2. Be prepared to submit your OPORD to your SGL on the date determined.

3. You will use the 44th MP Bde, OPORD 04-XX, Operation Desert Blast, SH-3.

4. All information may be obtained through your SGL. It is recommended that you also complete and submit an ANNEX C (Operations Overlay) with your order. If you refer to an annex within your order, then the annex will be issued with the order. The assignment will be completed and turned in accordance to your SGL.

PRACTICAL EXERCISE SHEET 3

Title	Operation Orders and Overlays
Lesson Number / Title	191-4016 version 1-05 / Operation Orders and Overlays
Introduction	None.
Motivator	The purpose of this exercise is to develop the ability within the student to complete and issue an oral operations order at platoon level.
Enabling Learning Objective	**NOTE:** The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise. (ELO C) At the completion of this lesson, you [the student] will:

Action:	Issue an Oral Operations Order.
Conditions:	In a classroom or training area, given STP 19-95B24-SM-TG, FM 3-19.4, FM 5-0, FM 1-02, a mission, a sand table, and a requirement to issue an oral operation order.
Standards:	Issue an oral operations order IAW the guidelines of FM 5-0.

Safety Requirements	None.
Risk Assessment	Low
Environmental Considerations	None.
Evaluation	Written examination in 191-4020.
Instructional Lead-In	It is imperative that the modern battlefield communicates in an acceptable and standard format. Understanding the five-paragraph OPORD and symbols/overlays will allow this communication to work.
Resource Requirements	**Instructor Materials:** Location to construct a sand table to facilitate the issuance of the oral operations order. **Student Materials:** STP 19-95B24-SM-TG, FM 5-0, FM 1-02, FM 3-19.4, PE #3, and a sand table.
Special Instructions	**Instructor Instructions:** 1. Review practical exercises 72 hours prior to instruction date. 2. Identify grid coordinates for each mission. 3. Assign frago's to students. 4. Mission student platoon sergeant to construct an OML for issuance of oral operations order.

5. Provide location for students to issue oral operations order.

6. Evaluate students issuance of an oral operations order.

7. Issue a second frago to students who require additional improvement in issuing oral operations orders.

Procedures

1. This is an <u>individual</u> exercise. Although you may <u>discuss</u> this PE with other students, each OPORD must be the work of the <u>individual</u>.

2. Be prepared to issue your OPORD to your small group on the date determined by your SGL.

3. Following each OPORD, the small group will AAR each individual presentation.

4. Any questions or requests for additional information may be obtained through your SGL. You will use the sand table to brief your order. You need to build upon the sand table through your own resources. The assignment maybe submitted to your SGL in written format prior to the oral issuance for comments and suggestions.

5. This PE is graded as a GO or NO GO basis by your SGL.

6. Your SGL will issue PE3- Fragos 1-16 to each student as required.

SITUATION: You are the Platoon Sergeant of 1st platoon, 755th Military Police Company, 230th Military Police Battalion. You are conducting MMS and AS missions within ZONE LEONARD WOOD. You are currently occupying an Assembly Area at vic grid WB735766. Your commander has just given you a fragmentary order to complete one of the following missions (Note: Your Small Group Leader will assign each student to a mission):

1. Conduct a hasty attack upon the enemy retrans site located at vicinity grid WB 72457745.

2. Conduct an Area Reconnaissance of vicinity grid WB 73207822, to locate a possible enemy patrol base.

3. Move to vicinity grid WB 72857685, conduct a link-up with, 2nd Platoon, 1/17th Infantry (light), in order to receive 16 EPW and transport to vicinity Grid WB 72907535 for temporary holding.

4. Conduct a zone reconnaissance of Engagement Area Zebra, WB 7076/WB 7078 TO WB 7276/ WB 7278, collect all intelligence on possible enemy occupation by small unit operations.

5. Complete a hasty route reconnaissance and temporary route signing of MSR DOG from grid WB 73657675 to WB 70597501, and MSR CAT from Grid WB 71597560 to WB 75607536.

6. Conduct a Deliberate Ambush along MSR DOG, expected enemy convoy of light weight wheeled vehicles to be traveling along MSR between <u>DTG</u> and <u>DTG</u>.

7. Secure the critical site at vicinity grid WB 77107580, ASP #8. Expected civil uprising of local populace within next twenty-four hours, plan for follow-on mission of Civil Disturbance Operations.

8. Conduct Delay Operations. The enemy is approaching from the north. Intelligence reports that a enemy mechanized infantry company is moving along MSRs DOG and CAT. Each enemy element has approximately three heavy armored tanks and three light armor personnel carriers.

Intelligence reports that they should enter ZONE LEONARD WOOD at approximately six (6) hours.

9. Conduct Quartering Party operations. Your company is preparing to move from your current CP location (WB 73557680) to your alternate location (WB 74607690). Your platoon has been tasked with quartering party. The company must be able to occupy the new position with in 6 hours. The time is now 1300.

10. Conduct a convoy escort. Your platoon has been tasked to escort a convoy of 8 hemmetts carrying water blivets. There have been reports of small forces of 1 to 3 personnel harassing convoys with in your area of operation. They have been known to use IED's and RPG's. You must pick up the convoy at grid WB 72907535 and successfully escort them to their RP located at WB 73507910.

11. Conduct VIP security/escort mission. A high-ranking official of the HN Government is traveling throughout his country visiting the towns that have encountered the most devastation. Your platoon has been tasked with picking him up from the airport located at WB 760765 and transporting him to his hotel located at WB 78408110. He speaks very little English, and may or may not have an interpreter with him. There have been reports of small forces of 1 to 3 personnel harassing vehicles with in your area of operation

12. Conduct a cordon and search at the village located at WB 73917575. Locate a possible weapons cache.

13. Conduct a patrol from WB to WB 74307924 to secure a downed aircraft and it's two pilots. Enemy may possibly still be in the area.

14. Conduct blocking positions vic grid WB 735758, WB 737752, WB 740754, 750755, 746759 IOT support 1/17th Infantry (light) cordon and search of village located at WB 73917575. BPT stop and hold all personnel until MI/CI interview to find if same are of intel value.

15. Conduct deliberate checkpoint vic grid WB 822790 IOT stop illegal shipment of arms into our AO. BPT move suspected smugglers back to the DFCP while continuing operation of the checkpoint for up to 72 hours.

16. Move to WB _____ and Force Protection Operations and possible riot control operations at the north gate to Base Camp Eagle. Terrorists have attacked this gate 4 times in the last 24 hours. Civilians have been losing the faith of the American forces.

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS
ACADEMY

MILITARY DECISION MAKING PROCESS (MDMP)

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Apply the Military Decision-Making Process

2. Enabling Learning Objective (ELO):

  A. Discuss the means by which the Commander translates his/her vision of the
End State into action.
  B. Apply Step 1 of the Military Decision-Making Process (Receipt of Mission)
  C. Apply Step 2 of the Military Decision-Making Process (Mission Analysis)
  D. Apply Step 3 of the Military Decision-Making Process (COA Development)
  E. Apply Step 4 of the Military Decision-Making Process (COA Analysis)
  F. Apply Step 5 of the Military decision-Making Process (COA Comparison)
  G. Apply Step 6 of the Military Decision-Making Process (COA Approval)
  H. Apply Step 7 of the Military Decision-Making Process (Orders Production)

3. Assignment.
  Review FM 5-0, Chapter 3

4. References: FM 5-0, Student handouts.

5. Additional subject area resources: None

6. Bring to class:

  (a) All reference material.

  (b) Pencil/pen and paper.

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS
ACADEMY

INTELLIGENCE PREPARATION OF THE BATTLEFIELD (IPB)

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Develop a Modified Combined Obstacle
Overlay (MCOO)

2. Enabling Learning Objective (ELO):

      A. Discuss step #1 of the IPB process
      B. Discuss step #2 of the IPB process
      C. Discuss step #3 of the IPB process
      D. Discuss step #4 of the IPB process
      E. Describe how IPB supports Planning and Intelligence

3. Assignment.
   Study FM 34-130 chapter 1, 2, 4, 6 and appendix B; read FM 34-3 pages 4-31 through
4-34; FM 100-60, Chapters 1,2 and 3; and FM 5-0.

4. References: FM 100-60, FM 5-0, FM 34-130, FM 34-3

5. Additional subject area resources: None

6. Bring to class:

      (a) All reference material.

      (b) Pencil/pen and paper.

PRACTICAL EXERCISE SHEET 1

Title	Intelligence Preparation of the Battlefield (IPB)
Lesson Number/Title	191-4018 version 1-03 / Intelligence Preparation of the Battlefield (IPB)
Introduction	None.
Motivator	The process of Intelligence Preparation of the Battlefield applies to all levels of command in every situation. It is the process that enables us to analyze the effects of the environment on military operations. Intelligence Preparation of the Battlefield (IPB) helps the commander and staff plan operations. As a platoon sergeant, operations sergeant, or member of a battle staff, you must understand the IPB process and how it affects your unit mission, no matter what position you hold. It is used, as parts of the Military Decision Making Process and conducted simultaneously will the MDMP is being conducted.

Terminal Learning Objective	**NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

Action:	Develop a Modified Combined Obstacle Overlay (MCOO)
Conditions:	In a classroom, given a map, overlay material, and a requirement to develop a MCOO
Standards:	Developed a MCOO that identified: - Unrestricted, restricted, and severely restricted terrain. - Mobility corridors. - Avenues of approach, to include airborne avenues of approach.

Safety Requirements	None.
Risk Assessment Level	Low
Environmental Considerations	None.
Evaluation	None.
Instructional	None.

Lead-In

Resource Requirements	**Instructor Materials:** Example solution overlays. **Student Materials:** Map series MV779S, sheet FORT LEONARD WOOD MIM, edition 1-NIMA; three map size sheets of acetate and writing materials.
Special Instructions	None.

Procedures

1. The class will be divided into groups of four and you will be assigned to a group.

2. As a group you will prepare three separate overlays using the maps and materials listed above:

    a. One overlay will identify the unrestricted, restricted, and severely restricted terrain.

    b. One overlay will identify mobility corridors.

    c. One overlay will identify avenues of approach to include an airborne avenues of approach.

3. Once the time has elapsed or your group is complete then one member of the group will brief the Modified Combined Obstacle Overlay to the class.

4. Each group will be given approximately 1 hour to complete the overlays and 10 to 15 minutes to brief thief overlay.

Feedback Requirements	None.

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS
ACADEMY

TACTICAL OPERATIONS CENTER OPERATIONS and BATTLE TRACKING

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Conduct TOC Operations and Battle Tracking

2. Enabling Learning Objective (ELO):

   A. Discuss conducting a self-assessment and the functions of a TOC.
   B. Discuss the duties and responsibilities of TOC personnel.

3. Assignment.
   Ensure students take notes on slides and during classroom instruction, read FM 100-15
Chapter 4

4. References: FM 5-0, FM 100-15, Chapter 4

5. Additional subject area resources: None

6. Bring to class:

   (a) All reference material.

   (b) Pencil/pen and paper.

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS
ACADEMY

PLAN DECON OPS

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Plan decontamination operations

2. Enabling Learning Objective (ELO):

     A. Plan an Operational Decontamination Operation
     B. Plan a Thorough Decontamination Operation

3. Assignment.
     Review FM 3-5, Chapters 1, 3, 4

4. References: FM 3-5, FM 1-02, FM 3-19.4, FM 5-0, and Student handouts.

5. Additional subject area resources: None

6. Bring to class:

     (a) All reference material.

     (b) Pencil/pen and paper.

PRACTICAL EXERCISE SHEET 1

Title	Plan Decontamination Operations
Lesson Number / Title	191-4021 version 1-02 / Plan Decontamination Operations
Introduction	None.
Motivator	During this PE, you will plan operational or thorough decontamination operations.
Terminal Learning Objective	**NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise. At the completion of this lesson, you [the student] will:

Action:	Plan decontamination operations.
Conditions:	In a classroom, given a FLW map V779S and FM 3-5
Standards:	Develop a plan for a decontamination operation IAW FM 3-5.

Safety Requirements	None.
Risk Assessment	Low
Environmental Considerations	None.
Evaluation	Written examination in 191-4010.
Instructional Lead-In	Numerous threat countries have the capability to create hazardous conditions in an NBC environment. Operational necessity will require fighting in that arena in established MOPP posture by taking care of the force in neutralizing or reducing the effects of that capability as quickly as possible.
Resource Requirements	**Instructor Materials:** PE, FLW map V779S, and FM 3-5 **Student Materials:** PE, FLW map V779S, and FM 3-5.
Special Instructions	Issue each student a copy of the scenario and map. Have the students develop a plan to decontaminate their platoon. Remember, this practical exercise is used to reinforce the students' ability to develop a plan for decontamination operations.
Procedures	

SCENARIO: As the PLT sergeant for 4th platoon, 270th MP Company, 2nd MP Battalion, your platoon is securing the battalion POL point located in grid WB 664766. An element of an enemy artillery battery, known to have chemical and biological artillery rounds, has attacked your position. The NBC detection equipment has identified the contamination as a chemical agent. Your platoon has been in MOPP level 4 for five hours. The platoon is showing signs of fatigue from prolonged exposure to MOPP level 4.

Your platoon has 10 HMMWVs with a three-man team per vehicle and weapons platforms. The prevailing wind is from north to south. The current date and time group will be used.

Location of friendly forces: 2nd MP BN HQ and the 270th MP Company are collocated within grid WB 745726. The battalion has a PDDE team at its location.

Location of enemy forces: An artillery company reported approximately 20 km north of your
location.

TASK: Write a plan for decontamination operations using the above situation, FLW Map V779S, and the OPORD format.

| **Feedback Requirements** | None. |

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS
ACADEMY

TACTICAL PATROLS

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Lead a Tactical Patrol

2. Enabling Learning Objective (ELO):

       A. Lead a Combat Patrol
       B. Lead a Platoon Reconnaissance Mission
       C. Discuss conducting an Area Reconnaissance
       D. Discuss conducting a Zone Reconnaissance
       E. Discuss conducting Counter-Reconnaissance

3. Assignment.
Review FM 7-7, Review FM 7-8, Chapter 3; Advance Sheet, STP 19-95B24-SM-TG, 5-2
through 5-7, 3-72 through 3-74, FM 7-10, Chapter 6.

4. References: FM 3-19-4, FM 7-10, FM 7-8, STP 19-95B24-SM-TG, FM 7-7

5. Additional subject area resources: None

6. Bring to class:

       (a) All reference material.

       (b) Pencil/pen and paper.

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS ACADEMY

DEFENSIVE OPERATIONS

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Conduct a defensive operation with a platoon.

2. Enabling Learning Objective (ELO):

       a. Conduct a platoon defensive operation.

       b. Prepare a platoon sector sketch.

       c. Conduct a disengagement by platoon while under enemy pressure.

       d. Take action following enemy contact while in the defense.

3. Assignment. Read FM 7-8, Chapter 1, pp 1-10 thru 1-18; and FM 3-0, Chapter 8

4. References:

FM 3-0	Operations	14 Jun 2001	
FM 7-8	Infantry Platoon and Squad	22 Apr 1992	
STP 21-24-SMCT	Soldier Manual of Common Tasks (SMCT) Skill Level 2-4	31 Aug 2003	
STP 19-95B24-SM-TG	Soldier's Manual and Trainer's Guide for MOS 95B, Military Police, Skill Levels 2/3/4.	02 Dec 2002	* This reference is not to be released in it's entirety to foreign students.

5. Additional subject area resources: None

6. Bring to class:

       (a) Study Materials listed above

       (b) Pencil/pen and paper.

       (c) Student handouts

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE (S)/SOLUTION (S) FOR LESSON 1: 191-4029 version 1-03

PRACTICAL EXERCISE SHEET 1

Title	Plan a Platoon Defensive Operation
Lesson Number / Title	191-4029 version 1-03 / Conduct Defensive Operations
Introduction	None.
Motivator	The purpose of defense operations is to cause the enemy attack to fail and create conditions favorable to assuming the offensive. Defensive techniques are integrated into almost all operations, and they are used to accomplish a variety of tasks, such as re-supply during offensive operations. In addition to the primary purpose of defeating the enemy's attack, patrol bases and assembly areas are temporary defensive positions used to provide security even during offensive operations.

Terminal Learning Objective	**NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.	
	At the completion of this lesson, you [the student] will:	
	Action:	Conduct a defensive operation with a platoon.
	Conditions:	In an automated classroom, given a JANUS workstation, a scenario, FM 3-0, FM 7-8, STP 19-95B24-SM-TG, and STP 21-24-SMCT.
	Standards:	Conducted a platoon defensive operation on the JANUS system to include: - Prepared a platoon sector sketch. - Conducted disengagement by a Platoon While Under Enemy Pressure. - Consolidated the platoon following enemy contact while in the defense. - Reorganized to platoon following enemy contact while in the defense.

Safety Requirements	None.
Risk Assessment	Low
Environmental Considerations	None.

Evaluation	Written examination in 191-4020.
Instructional Lead-In	Little minds try to defend everything at once, but sensible people look at that main point only; they parry the worst blows and stand a little hurt if thereby they avoid a greater one. If you try to hold everything, you hold nothing.

Resource Requirements	**Instructor Materials:** None.
	Student Materials: Practical Exercise 1, FM 3-0, and FM 7-8.

Special Instructions	None.

Procedures

Using the following scenario, plan a defensive operation.

1.   Intelligence sources estimate that an enemy Reconnaissance Platoon supported by a BTR-70 equipped Mechanized Infantry Platoon (+) will be inserted into the division rear area within the next 24 hours.

2.   The 270th MP CO, 230th MP BN will provide external security to Forney Army Airfield. Forces will not be within 500m (max effective range of security police weapons) of the airfield perimeter.

     a.   1ST Plt will man sector BLUE, east on 75 N/S grid line and a line drawn from WB765767 through WB789756.

     b.   2nd Plt will man sector RED, between a line drawn from WB765767 through WB789756 and a line drawn from WB744773 to WB735727.

     c.   3rd Plt will man sector WHITE, between a line drawn from WB748756 to WB735727 and a line drawn from WB744773 to WB716785.

     d.   4th Plt will man sector GREEN, between a line drawn from WB744785 to WB716785 and west of 75 N/S grid line.

3.   Each platoon is authorized one (1) wire (abatis) obstacle to fix, block or canalize the enemy into engagement areas (EA).

4.   OP/LP WILL NOT be deployed outside safety areas as displayed on the Overlay ANCOC-1. #/178 INF is conducting operations outside the established safety zone.

5.   Priority of work is OPs, communications, crew-served weapon firing positions, and obstacles.

Feedback Requirements	None.

PRACTICAL EXERCISE SHEET 2

Title	Conduct a Platoon Defensive Operation
Lesson Number / Title	191-4029 version 1-03 / Conduct Defensive Operations
Introduction	
Motivator	The purpose of defense operations is to cause the enemy attack to fail and create conditions favorable to assuming the offensive. Defensive techniques are integrated into almost all operations, and they are used to accomplish a variety of tasks, such as re-supply during offensive operations. In addition to the primary purpose of defeating the enemy's attack, patrol bases and assembly areas are temporary defensive positions used to provide security even during offensive operations.

Terminal Learning Objective

NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

Action:	Conduct a defensive operation with a platoon.
Conditions:	In an automated classroom, given a JANUS workstation, a scenario, FM 3-0, FM 7-8, STP 19-95B24-SM-TG, and STP 21-24-SMCT.
Standards:	Conducted a platoon defensive operation on the JANUS system to include: - Prepared a platoon sector sketch. - Conducted disengagement by a Platoon While Under Enemy Pressure. - Consolidated the platoon following enemy contact while in the defense. - Reorganized to platoon following enemy contact while in the defense.

Safety Requirements	None.
Risk Assessment	Low
Environmental Considerations	None.
Evaluation	Written examination in 191-4020.
Instructional Lead-In	Little minds try to defend everything at once, but sensible people look at that main point only; they parry the worst blows and stand a little hurt if thereby they avoid a greater one. If you try to hold everything, you hold

	nothing.

Resource Requirements	**Instructor Materials:**
	None.
	Student Materials:
	Practical Exercise #2, FM 3-0, and FM 7-8.
Special Instructions	None.

Procedures

Using the plan that you developed in PE #1, conduct a defensive operation using the JANUS system.

Feedback Requirements	None.

PRACTICAL EXERCISE SHEET 3

Title	Defense
Lesson Number / Title	191-4029 version 1-03 / Conduct Defensive Operations
Introduction	
Motivator	The purpose of defense operations is to cause the enemy attack to fail and create conditions favorable to assuming the offensive. Defensive techniques are integrated into almost all operations, and they are used to accomplish a variety of tasks, such as re-supply during offensive operations. In addition to the primary purpose of defeating the enemy's attack, patrol bases and assembly areas are temporary defensive positions used to provide security even during offensive operations.

Terminal Learning Objective

NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

Action:	Conduct a defensive operation with a platoon.
Conditions:	In an automated classroom, given a JANUS workstation, a scenario, FM 3-0, FM 7-8, STP 19-95B24-SM-TG, and STP 21-24-SMCT.
Standards:	Conducted a platoon defensive operation on the JANUS system to include: - Prepared a platoon sector sketch. - Conducted disengagement by a Platoon While Under Enemy Pressure. - Consolidated the platoon following enemy contact while in the defense. - Reorganized to platoon following enemy contact while in the defense.

Safety Requirements	None.
Risk Assessment	Low
Environmental Considerations	None.
Evaluation	Written examination in 191-4020.
Instructional Lead-In	Little minds try to defend everything at once, but sensible people look at that main point only; they parry the worst blows and stand a little hurt if thereby they avoid a greater one. If you try to hold everything, you hold

nothing.

Resource Requirements	**Instructor Materials:** Slides, FM 3-0, and FM 7-8. **Student Materials:**
Special Instructions	

Procedures

Using the following scenario, plan a defensive operation.

1.   Intelligence sources estimate that an enemy Reconnaissance Platoon supported by a BTR-70 equipped Mechanized Infantry Platoon (+) will be inserted into the division rear area within the next 24 hours.

2.   The 270th MP CO, 230th MP BN will provide external security to Forney Army Airfield. Forces will not be within 500m (max effective range of security police weapons) of the airfield perimeter.

   a.   1ST Plt will man sector BLUE, east on 75 N/S grid line and a line drawn from WB765767 through WB789756.

   b.   2nd Plt will man sector RED, between a line drawn from WB765767 through WB789756 and a line drawn from WB744773 to WB735727.

   c.   3rd Plt will man sector WHITE, between a line drawn from WB748756 to WB735727 and a line drawn from WB744773 to WB716785.

   d.   4th Plt will man sector GREEN, between a line drawn from WB744785 to WB716785 and west of 75 N/S grid line.

3.   Each platoon is authorized one (1) wire (abatis) obstacle to fix, block or canalize the enemy into engagement areas (EA).

4.   OP/LP WILL NOT be deployed outside safety areas as displayed on the Overlay ANCOC-1. #/178 INF is conducting operations outside the established safety zone.

5.   Priority of work is OPs, communications, crew-served weapon firing positions, and obstacles.

Feedback Requirements

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS
ACADEMY

OFFENSIVE OPERATIONS

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Conduct a Platoon Offensive Operations

2. Enabling Learning Objective (ELO):

    a. Plan a platoon offensive operation.

    b. Conduct the maneuver of a platoon.

    c. Consolidate and reorganize a platoon following enemy contact (offense).

3. Assignment. Read FM 7-8, pp 1-6 thru 1-10, 1-19, 2-3, 2-37 thru 2-41; FM 3-0
Chapter 7; STP 19-95B24-SM-TG, Task #071-420-0005

4. References:

FM 3-0	Operations	14 June 2001	
FM 7-8	Infantry Rifle Platoon and Squad	04 Mar 2002	
FM 3-19.4	Military Police Leaders' Handbook.	04 Mar 2002	
STP 19-95B24-SM-TG	Soldier's Manual and Trainer's Guide for MOS 95B, Military Police, Skill Levels 2/3/4.	02 Dec 2002	* This reference is not to be released in it's entirety to foreign students.

5. Additional subject area resources: None

6. Bring to class:

    (a) Study Materials listed above

    (b) Pencil/pen and paper.

    (c) Student handouts.

PRACTICAL EXERCISE SHEET 1

Title	Offense
Lesson Number / Title	191-4032 version 1-02 / Offense
Introduction	None.
Motivator	Senior military commanders realize that military police are a very effective combat multiplier when employed properly. Recent history has shown that MP can and will be called on to conduct offensive operations. Grenada, Panama, Persian Gulf, Somalia, Haiti and Bosnia have proven this.

Enabling Learning Objective	**NOTE:** The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise. (ELO A)

At the completion of this lesson, you [the student] will:

Action:	Plan a platoon offensive operation.
Conditions:	In an automated classroom, given a JANUS workstation, a scenario, FM 3-0, FM 7-8, STP 19-95B24-SM-TG, and FM 3-19.4
Standards:	Planned an Offensive Operation using Troop Leading Procedures and METT-TC on the JANUS system.

Safety Requirements	None.
Risk Assessment	Low
Environmental Considerations	None.
Evaluation	Written Examination in GW 008.
Instructional Lead-In	A soldier once stated that offensive operations are like this: "Hit the other fellow as quick as you can, as hard as you can, where it hurts the most, when he isn't looking."
Resource Requirements	**Instructor Materials:** None. **Student Materials:** Practical Exercise #1, a JANUS workstation, FM 7-8, FM 3-19.4, STP 19-95B24-SM-TG, and FM 3-0.
Special Instructions	

Procedures

Using the following scenario, plan a platoon offensive operation.

1.   The Battalion has notified the Company Headquarters that there are numerous pockets of dismounted infantry (enemy) forces within our AO. They are assembling in preparation for an attack on Forney AAF.

2.   The Company will assemble at Forney AAF, vicinity grid WB760765.

    a.   1st Plt will locate, capture, or destroy suspected enemy located vicinity grid WB804797.

    b.   2nd Plt will locate, capture, or destroy suspected enemy located vicinity grid WB781742.

    c.   3rd Plt will locate, capture, or destroy suspected enemy located vicinity grid WB723748.

    d.   4th Plt will locate, capture, or destroy suspected enemy located vicinity grid WB725810.

3.   Platoons will road march to their ORP. Platoons will conduct a dismounted attack on suspected positions. Platoons may retain some or all MK-19 or use dismounted m16 rifleman for their attack. MK-19 not used WILL be stored in unit arms room.

4.   The element of surprise is critical to protect the enemy from consolidating forces. Each platoon will operate independently of each other, but be prepared to augment each other if required.

**Feedback
Requirements**

PRACTICAL EXERCISE SHEET 2

Title	Offense
Lesson Number / Title	191-4032 version 1-02 / Offense
Introduction	None.
Motivator	Senior military commanders realize that military police are a very effective combat multiplier when employed properly. Recent history has shown that MP can and will be called on to conduct offensive operations. Grenada, Panama, Persian Gulf, Somalia, Haiti and Bosnia have proven this.
Terminal Learning Objective	**NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

Action:	Conduct a Platoon Offensive Operation.
Conditions:	In an automated classroom, given a JANUS workstation, a scenario, FM 3-0, FM 7-8, STP 19-95B24-SM-TG, and FM 3-19.4
Standards:	Planned and conducted a platoon size offensive operation on the JANUS system.

Safety Requirements	None.
Risk Assessment	Low
Environmental Considerations	None.
Evaluation	Written Examination in GW 008.
Instructional Lead-In	A soldier once stated that offensive operations are like this: "Hit the other fellow as quick as you can, as hard as you can, where it hurts the most, when he isn't looking."
Resource Requirements	**Instructor Materials:** None. **Student Materials:** Practical Exercise #1, a JANUS workstation, FM 7-8, FM 3-19.4, STP 19-95B24-SM-TG, and FM 3-0.
Special	None.

Instructions

Procedures

Using the plan that you developed in PE #1, conduct a platoon offensive operation using the JANUS system.

Feedback Requirements

None.

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS
ACADEMY

COUNTERMINE OPERATIONS

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Plan Countermine Operations

2. Enabling Learning Objective (ELO):

      A. Discuss the threat mining capabilities and methods to locate mines and
minefields.

      B. Discuss mine detection methods.

      C. Describe courses of action upon encountering a minefield

      D. Identify methods for breaching a minefield and measures to counter the enemy
mine threat.

3. Assignment.

      FM 20-32 read chapters 8 and 9, and pages 2-150 through 2-163 STP 19-95B1
and review FM 3-34.2

4. References: FM 20-32, FM 3-34.2, and FM 5-34 and STP 19-95B1-SM

5. Additional subject area resources: None

6. Bring to class:

      (a) All reference material.

      (b) Pencil/pen and paper.

Module B

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS
ACADEMY

APPLY THE ETHICAL DECISION-MAKING METHOD AT SMALL UNIT LEVEL

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Resolve an ethical problem at the small unit
level.

2. Enabling Learning Objective (ELO):

      a. Identify the Ethical Problem.
      b. Identify applicable laws and regulations for ethics.
      c. Analyze courses of action.
      d. Choose the course of action that best represents Army values.

3. Assignment.

      Read FM 22-100 pages 2-1 to 2-28, 4-8 thru 4-9 and App D.

      Read Case Study

4. References: AR 380-5, Code of Federal Regulations (CFR), DOD 5500.7-R,
      FM 22-100, Student Handouts

5. Additional subject area resources: None.

6. Bring to class:

      (a) All reference material.

      (b) Case Study and Student Handout

      (c) Pencil/pen and paper.

An underwriter is a financial company that acts as an intermediary between stock investors and public companies. The underwriter is usually an investment banking company or the investment banking division of a major brokerage firm. Generally it is the process by which investment bankers raise investment capital from investors on behalf of corporations and governments that are issuing securities. The underwriter may put together a group of several investments banking companies and brokers. Usually the main underwriter is called the primary underwriter, and others in the group are referred to as subsidiary underwriters. The underwriting firm manages the sale of the securities for the issuing company, by buying the shares from the company and reselling them to the public. Moreover, the underwriters may give an implicit seal of approval to the offering. Because the underwriters will not want to squander their reputation by misrepresenting facts to the public, the implied endorsement may be quite important to a firm coming to the market for the first time. The underwriter helps to prepare a prospectus, which describes the company and its prospects. In its function as an underwriter, a firm owns the new security issue as part of its inventory, thereby taking on a certain amount of risk. The rewards for taking this risk, however, are often huge: The underwriting firm receives a profit from the sale of securities to the public.

In general the underwriting firm is concerned that the price of the securities might deteriorate while they are in inventory, which would erode profits or even turn potential profits into losses.

In negotiating the terms of the primary securities issue, the underwriting firm uses all of its expertise of trading in the secondary market. When a private company wants to offer its stock to the general public, it usually asks a stock underwriter to help. The underwriter or syndicate agrees to pay the company a predetermined price for a minimum number of shares and then must resell those shares to buyers such as their own clients, mutual funds, and other commercial brokerages. Each member of the syndicate agrees to resell a portion of the issued stock. The underwriters earn a fee for underwriting services. The underwriter sets a time frame to start selling the issued stock. The underwriter also helps the company prepare a preliminary prospectus that details the required financial and business information for investors.

Claudia Andrew
Finc. 350-C

CASE STUDY
"SFC Sharp and the Secret Papers"

You recently have been assigned as the communications and electronics staff NCO of the 99th Infantry Battalion. You are replacing SFC Sharp who has been selected for promotion to MSG and who will be departing for a new assignment in two weeks.

You are impressed with the welcome you received and SFC Sharp has done everything imaginable to ensure you're getting off to a good start. Your soldiers appear to be well trained and your admin sergeant, SSG Day, seems to know just about everything. You know you have big shoes to fill when SFC Sharp leaves because everyone seems to like and respect him. You've heard people say that he knows more about infantry operations than most infantrymen do.

SFC Sharp has cleaned out his desk and tells you to make yourself at home. Later this afternoon he will be presented an award for his service to the 99th. His farewell party is this evening at the NCO club.

As you are setting up your things in your new desk, you discover some papers wedged between the wall and the side of the desk. You pull them out and discover that they are pages from a communication security book and marked "SECRET." You attach a cover sheet to them and go into the security vault to talk to SSG Day.

SSG Day checks the inventory and destruction certificates and discovers that SFC Sharp certified that the book these pages came from was destroyed two weeks ago. Both you and SSG Day search the vault and the outer office for any other pages, but you don't find any. SSG Day turns to you and says,

"I don't know about you, but the way I see this is that our section area is locked every evening. The civilian cleaning team doesn't even clean our area. Only our people ever come in here. From the look of these pages they've been behind that desk for some time. These pages are from an alternate communications security book and were never used. They were scheduled for destruction two weeks ago, and as far as I'm concerned SFC Sharp destroyed them two weeks ago."

SOLUTION FOR
Student Handout

Title: SFC Sharp and the Secret Papers

In resolving the ethical problem shown in the case study, you apply the Ethical Reasoning Process to develop possible courses of action and the solution that best represents Army values. This solution demonstrates how the Ethical Reasoning Process works. Keep in mind; however, that there may be several correct solutions to the problem. Arriving at a different solution does not necessarily mean that your solution is wrong.

1. Define the problem.
   a. What is the problem?
      -The basic problem is the pressure you have to be dishonest and not report the breach of security.
   b. Identify the ethical questions.
      -Should I report the incident immediately?
      -What is my duty?
      -Is my loyalty owed to SFC Sharp or the unit?
      -How should I proceed?

2. Know the rules:
      -Identify applicable laws, regulations, guidelines, and professional obligations.
      -You must thoroughly understand the situation and feel confident about your decision.

3. Develop and evaluate courses of action:
   a. Do nothing as SSG Day suggests.
   b. Inform the chain of command before SFC Sharp leaves.
   c. Inform the chain of command after SFC Sharp leaves.
   d. Go to SFC Sharp before he leaves and ask him how he would like to handle this problem.

4. Choose the course that best represents Army values.
   a. Doing nothing may violate your integrity.
   b. Going to the chain of command without approaching SFC Sharp shows disloyalty toward him.
   c. Informing the chain of command after SFC Sharp leaves may indicate your lack of personal courage and demonstrates disloyalty to SFC Sharp since he is not there to provide his side of the story.
   d. By approaching SFC Sharp first, you give him the benefit of the doubt and attempt to resolve the problem at the lowest level, and you are also able to adhere to the values and guiding principles you have decided are important to this situation. Even if SFC Sharp refuses to do anything, you have adhered to the values and guiding principles you have determined are relevant to this ethical problem. You can then inform his chain of command without compromising those values and principles.

Student Handout

Extract from 5 CFR 2635, Standards of Ethical Conduct for Employees of the Executive Branch

This Student Handout Contains

This student handout contains two pages of extracted material from 5 CFR 2635, Standards of Ethical Conduct for Employees of the Executive Branch.

(Reading/Study) Requirement	Page
5 CFR 2635.101, Basic obligation of public service, page 533	SH-2 and SH-3

Disclaimer: The training developer downloaded this extract from http://www.usoge.gov/pages/laws_regs_fedreg_stats/oge_regs/5cfr2635.html. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

[Code of Federal Regulations]
[Title 5, Volume 3]
[Revised as of January 1, 2003]
From the U.S. Government Printing Office via GPO Access
[CITE: 5CFR2635.101]

[Page 532-533]

TITLE 5--ADMINISTRATIVE PERSONNEL

CHAPTER XVI--OFFICE OF GOVERNMENT ETHICS

PART 2635--STANDARDS OF ETHICAL CONDUCT FOR EMPLOYEES OF THE
EXECUTIVE BRANCH--Table of Contents

Subpart A--General Provisions

Sec. 2635.101 Basic obligation of public service.

(a) Public service is a public trust. Each employee has a responsibility to the United States Government and its citizens to place loyalty to the Constitution, laws and ethical principles above private gain. To ensure that every citizen can have complete confidence in the integrity of the Federal Government, each employee shall respect and adhere to the principles of ethical conduct set forth in this section, as well as the implementing standards contained in this part and in supplemental agency regulations.

(b) General principles. The following general principles apply to every employee and may form the basis for the standards contained in this part. Where a situation is not covered by the standards set forth in this part, employees shall apply the principles set forth in this section in determining whether their conduct is proper.

(1) Public service is a public trust, requiring employees to place loyalty to the Constitution, the laws and ethical principles above private gain.

(2) Employees shall not hold financial interests that conflict with the conscientious performance of duty.

(3) Employees shall not engage in financial transactions using nonpublic Government information or allow the improper use of such information to further any private interest.

(4) An employee shall not, except as permitted by subpart B of this part, solicit or accept any gift or other item of monetary value from any person or entity seeking official action from, doing business with, or conducting activities regulated by the employee's agency, or whose interests may be substantially affected by the performance or nonperformance of the employee's duties.

(5) Employees shall put forth honest effort in the performance of their duties.

(6) Employees shall not knowingly make unauthorized commitments or promises of any kind purporting to bind the Government.

(7) Employees shall not use public office for private gain.

(8) Employees shall act impartially and not give preferential treatment to any private organization or individual.

(9) Employees shall protect and conserve Federal property and shall not use it for other than authorized activities.

(10)   Employees shall not engage in outside employment or activities, including seeking or negotiating for employment, that conflict with official Government duties and responsibilities.

(11)   Employees shall disclose waste, fraud, abuse, and corruption to appropriate authorities.

(12)   Employees shall satisfy in good faith their obligations as citizens, including all just financial obligations, especially those-- such as Federal, State, or local taxes--that are imposed by law.

(13)   Employees shall adhere to all laws and regulations that provide equal opportunity for all Americans regardless of race, color, religion, sex, national origin, age, or handicap.

(14)   Employees shall endeavor to avoid any actions creating the appearance that they are violating the law or the ethical standards set forth in this part. Whether particular circumstances create an appearance that the law or these standards have been violated shall be determined from the perspective of a reasonable person with knowledge of the relevant facts.

[[Page 533]]

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS
ACADEMY

PLAN AND CONDUCT MILITARY OPERATIONS IN URBAN TERRAIN (MOUT)

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Conduct Military Operations on Urban Terrain

2. Enabling Learning Objective (ELO):

      A. Demonstrate an understanding of Urban Operations
      B. Demonstrate an understanding of how to plan cordon and search operations
      C. Conduct a defensive or an offensive operation in urban terrain.

3. Assignment.
      Review FM 3-06.11 Chapters 1-1thru 1-18, 2-1 thru 2-29, 3-1 thru 3-60, 4-61 thru
4-68, 5-3 thru 5-7,and 5-43 thru 5-54.

4. References: FM 3-06.11, STP 19-95B24-SM-TG and Student handouts.

5. Additional subject area resources: None

6. Bring to class:

      (a) All reference material.

      (b) Pencil/pen and paper.

PRACTICAL EXERCISE SHEET 1

Title	Plan and Conduct Military Operations on Urban Terrain
Lesson Number / Title	191-4031 version 1-03 / Plan and Conduct Military Operations on Urban Terrain
Introduction	None.
Motivator	The purpose of this exercise is to allow the students to apply the basic fundamentals of MOUT in planning a platoon offensive operation.
Learning Step/Activity	**NOTE:** *The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C. 3)* At the completion of this lesson, you [the student] will:

Action:	Practical Exercise # 1 Plan Defensive operations for MOUT

Safety Requirements	See safety briefing.
Risk Assessment	Low
Environmental Considerations	None.
Evaluation	Lesson material covered during this block of instruction will be tested on within the *Military Police Tactical Operations Examination* (191-4020).
Instructional Lead-In	None
Resource Requirements	**Instructor Materials:** None. **Student Materials:** One map of the area of operations per student, 1 protractor per student, pencil, paper, overlay material, references.
Special Instructions	The instructor will provide the students with the grid coordinates and building numbers.

Procedures

SITUATION: Intelligence has reported that an enemy infantry company size element is heading your direction from the northeast. They are reported to have a weapons mix of automatic crew served weapons, small arms weapons, and anti-armor weapons, and possible light skinned wheeled vehicles. Your company, the 270th MP Co is part of a 2-company effort to defend the town. The company tasking is to defend bldgs _____, _____, and _____.

REQUIREMENT: Plan and write a platoon OPORD to defend bldg number _____.

1.   You will have approximately 45 minutes to formulate and write your OPORD.

2.   You will have 15 minutes to brief your plan to the group.

3.   Following each group's briefing, the group will give feedback on the assault plans.

Feedback Requirements   Following each group's briefing, the group will give feedback on the assault plans.

PRACTICAL EXERCISE SHEET 2

Title	Plan and Conduct Military Operations on urban Terrain
Lesson Number / Title	191-4031 version 1-03 / Plan and Conduct Military Operations on Urban Terrain
Introduction	None
Motivator	The purpose of this exercise is to allow the students to apply the basic fundamentals of MOUT in planning a platoon defensive operation.

Learning Step/Activity	**NOTE:** The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C. 4) At the completion of this lesson, you [the student] will:

Action:	Practical Exercise # 2 Plan Offensive Operations for MOUT

Safety Requirements	None.
Risk Assessment	Low
Environmental Considerations	None
Evaluation	Lesson material covered during this block of instruction will be tested on within the *Military Police Tactical Operations Examination* (191-4020).
Instructional Lead-In	None.
Resource Requirements	**Instructor Materials:** None. **Student Materials:** One map of the area of operations per student, 1 protractor per student, pencil, paper, overlay material, references.
Special Instructions	The instructor will provide the students with the grid coordinates and building numbers.
Procedures	

SITUATION: Intelligence has reported that a town located at grid _____is being occupied by an unknown infantry company. Further reports have confirmed that they are only defending buildings _____, _____, and _____. The weapons mix of the enemy unit is crew served automatic weapons, small arms weapons, and anti-armor weapons.

REQUIREMENT: Plan and write a platoon OPORD to attack and seize building number
_____.

1.   Your platoon is a sub-unit in a two-company assault of the town. Your platoon is tasked as the first element to attack and gain a foothold by securing bldg number _____. The other 2 platoons will be proceeding through your foothold to continue the assault to the other buildings. 4th platoon will be the platoon in reserve and support.

2.   You will have approximately 45 minutes to formulate and write your OPORD.

3.   You will have 15 minutes to brief your plan to the group.

4.   Following each mini groups briefing, the group will give feedback on the assault plans.

Feedback Requirements	Following each mini groups briefing, the group will give feedback on the assault plans.

PRACTICAL EXERCISE SHEET 3

Title	Plan and Conduct Military Operations on urban Terrain
Lesson Number / Title	191-4031 version 1-03 / Plan and Conduct Military Operations on Urban Terrain
Introduction	None
Motivator	The purpose of this exercise is to allow the student to plan and execute MOUT operations.

Enabling Learning Objective	**NOTE:** The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise. (ELO C) At the completion of this lesson, you [the student] will:

Action:	Conduct a defensive or an offensive operation in urban terrain.
Conditions:	At a MOUT site, given a platoon of soldiers equipped with kevlar helmet, LCE, protective mask, seasonal TA-50 as appropriate, a M16A2 rifle or M249 SAW, 5.56 Blank M200 (M16) or 5.56 Blank W/M27 Links (SAW) ammunition, and MILES equipment; 4 AN/PRC-119A radios; FM 3-06.11; and a requirement to conduct defensive and offensive operations in urban terrain
Standards:	Conducted a defensive or offensive operation in urban terrain in accordance with FM 3-06.11. Lead or participate in the execution of either an offensive or defensive operation. Your execution of the operations must include: 1. The organization of your platoon into an assault force and a support force. 2. Detail their employment and the employment of platoon weapons systems in the attack. 3. Attacking in three phases: Isolate, gain a foothold/enter, and clear. 4. Issuing specific guidance to your subordinate leaders on moving into the built up area and entering and clearing buildings. Or: 1. The defense by the platoon.

Safety Requirements	See safety briefing.
Risk Assessment	Low

Environmental Considerations	None.
Evaluation	Lesson material covered during this block of instruction will be tested on within the *Military Police Tactical Operations Examination* (191-4020).
Instructional Lead-In	None
Resource Requirements	**Instructor Materials:** None.
	Student Materials: One map of the area of operations per student, weapon, blank ammunition, MILES equipment, 1 protractor per student, pencil, paper, overlay material, references.
Special Instructions	1. One platoon will defend a sector of the MOUT Site, while the other three conduct an assault. The SGL will assign the following leadership positions for each platoon: platoon leader, PSG, three squad leaders.

2.   You will have approximately 60 minutes to execute troop leading procedures. |

Procedures

1.   Your SGL will give you the mission of executing a defense or an offense on urban terrain.

2.   You will use one of the two plans your group developed in PE # 1 or PE # 2.

3.   You will either lead the mission or participate as a member of the platoon.

Feedback Requirements	After Action Review

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS
ACADEMY

ROUTE RECON

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Prepare a platoon route reconnaissance report
and overlay.

2. Enabling Learning Objective (ELO):

       a. Plan a Route Reconnaissance Operation.

       b. Prepare a Route Reconnaissance Overlay.

       c. Prepare a Road Reconnaissance Report.

3. Assignment. Read FM 3-19.4, pages 5-20 to 5-25 and Appendix I, I-1 to I-25.

4. References:

FM 1-02	Operational Terms and Graphics.	21 Sep 2004
FM 3-19.4	Military Police Leaders' Handbook.	04 Mar 2002
FM 3-25.26	Map Reading and Land Navigation	18 Jan 2005
FM 5-170	Engineer Reconnaissance.	05 May 1998
FM 5-34	Engineer Field Data	30 Aug 1999
FM 4-01.30	Movement Control	1 Sep 2003
FM 55-30	Motor Transport Units and Operations	30 Sep 1993 w/ change 1 22 Mar 1995

5. Additional subject area resources: None

6. Bring to class:

     (a) Study Materials listed above
     (b) Student handouts.
     (c) Pencil/pen and paper.

PRACTICAL EXERCISE SHEET 1

Title	Route Reconnaissance Operations
Lesson Number / Title	191-4033 version 1-05 / Route Reconnaissance Operations
Introduction	
Motivator	The purpose of this exercise is to provide the student practice in understanding and determining classification formulas so that he may properly supervise his soldiers in the future.
Learning Step/Activity	**NOTE:** The instructor should inform the students of the following Learning Step/Activity requirements. (ELO B. 4) At the completion of this lesson, you [the student] will: **Action:** Interpret route classification formulas and their components.
Safety Requirements	None.
Risk Assessment	Low
Environmental Considerations	None.
Evaluation	1. Performance examination: The student will demonstrate the ability to conduct a reconnaissance and complete appropriate forms and overlays during the CPX. 2. Written examination: 191-4010.
Instructional Lead-In	To estimate the enemy situation and to calculate distances and the degree of difficulty of the terrain to control victory are virtues of a superior military force. He who fights with full knowledge of these factors is certain to win. The ability to move forces and logistics to anywhere in an area of operations is often decisive to the outcome of an operation. You, as platoon sergeant, must ensure that the right information is provided in a timely manner.
Resource Requirements	**Instructor Materials:** FM 3-19.4, FM 5-170, FM 1-02, Student handout, STP 19-95B24-SM-TG, paper, pencil. **Student Materials:** FM 3-19.4, FM 5-170, FM 1-02, Student handout, STP 19-95B24-SM-TG, paper, pencil.

You will work individually to complete the formulas. You may use any
reference material needed to complete this exercise. You will have 50
minutes to complete this exercise.

Procedures

1. Using the following information, what is the percent of slope?
    Vd: 186
    Hd: 3720   Percent of slope:_____

2. What is the percent of slope?
    Vd: 120
    Hd: 1450   Percent of Slope:_____

3   What is the overlay symbol for answers 1 and 2 above?

    A._____   B. _____

4. The distance between where the curve begins and where it ends is 70 paces (chord).
The middle ordinate is 20 paces. Determine the radius of the curve.

    Radius_____

5. Using the following information, determine the radius of the curve.
    Chord = 64 Paces
    Middle Ordinate = 15 paces.

    Radius_____

6   What is the symbol for each radius in questions 4 and 5 above?

    4._____ 5. _____

7. Explain the following road classification:

    Bcg 7/9m kb (21km) (OB) (W)

    A 5.4/6.2 mn (21km)

8. Explain the following route classification:

    a.   5.0m/X/40/(5)(OB)(W)

    b.   10.0m/Y/50/(4.2)(OB) (T)

9. The ford symbol shows that it has no seasonal limitations: True or False?

    1/VP/2/X
    30/4/R/1   True or False (circle one)

10. Curves with a radius of _____or less must be reported.

    45 meters
   70 meters
    25 meters
    100 meters

11. Explain the following tunnel symbol:

    a.
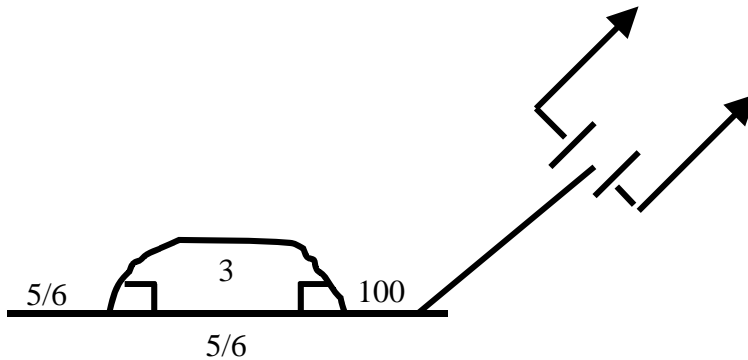
    1. _____   2. _____

    3. _____   4. _____

    5. _____

    b.
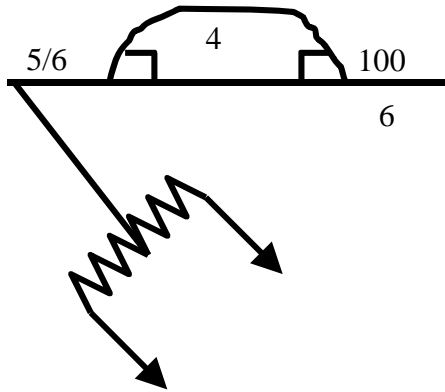
1. _____   2. _____

3. _____   4. _____

5. _____

    c.   What is the length of Tunnel A?

12.

    a.   The below bridge symbol says that a 40-ton vehicle and a 50-ton vehicle could both cross the
bridge at the same time during two-way traffic. True or False?
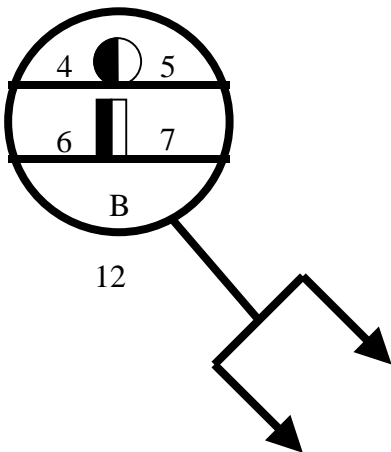
    b.   What is the serial number for the above bridge symbol?_____

13. What is the width and length of the below constriction symbol?

A. Length _____ Width _____

B. Length _____ Width _____

A

5 ▷ ◁ 100

B

4 ▷ ◁ 120

**Feedback
Requirements**

_____

_____

PRACTICAL EXERCISE SHEET 2

Title	Route Reconnaissance Operations
Lesson Number / Title	191-4033 version 1-05 / Route Reconnaissance Operations
Introduction	
Motivator	The purpose of this exercise is to enhance your skills at preparing overlays for Maneuver and Mobility Support operations (hasty route reconnaissance).

Enabling Learning Objective	**NOTE:** The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise. (ELO B)

At the completion of this lesson, you [the student] will:

Action:	Prepare a Route Reconnaissance Overlay.
Conditions:	In a classroom, given FM 3-19.4, FM 3-25.26, FM 5-170, FM 5-34, STP 19-95B24-SM-TG, a Fort Leonard Wood map, overlay material, practical exercises, and writing material.
Standards:	Prepared a route reconnaissance overlay that depicted all pertinent information on the route.

Safety Requirements	None.
Risk Assessment	Low
Environmental Considerations	None.
Evaluation	1. Performance examination: The student will demonstrate the ability to conduct a reconnaissance and complete appropriate forms and overlays during the CPX.

2. Written examination: 191-4010. |
| **Instructional Lead-In** | To estimate the enemy situation and to calculate distances and the degree of difficulty of the terrain to control victory are virtues of a superior military force. He who fights with full knowledge of these factors is certain to win. The ability to move forces and logistics to anywhere in an area of operations is often decisive to the outcome of an operation. You, as platoon sergeant, must ensure that the right information is provided in a timely manner. |
| **Resource Requirements** | **Instructor Materials:**
FM 3-19.4, FM 5-170, FM 1-02, STP 19-95B24-SM-TG, Student handout, |

FLW Map, paper, pencil, markers and overlay materials.

Special Instructions

You will work together in groups to prepare a platoon operation overlay. You will have 50 minutes to complete this exercise.

Procedures

You are the platoon sergeant of the 1st platoon, 270th MP Company. Your squads have returned from conducting their route reconnaissance and have provided you with the needed information to complete your overlay. You must prepare an overlay from the information contained in your operation order from PE #1 and additional information below. Be prepared to brief your overlay to the class at the end of the exercise.

   a. BRIDGES:

      (1) All bridges have one and two way classifications of 50 for tracked vehicles. One way classification of 100 and two way classification of 70 for wheeled vehicles.

      (2) Bypass is impossible for all bridges.

      (3) All bridges have a length of 12 meters, width of 8 meters and no overhead obstacles.

      (4) Bridges are numbered 1 through 3 from east to west.

   b. CURVES:

      (1) There is a series of four curves from grid WB 809798 to WB 801802 with the sharpest curve having a radius of 22 meters.

      (2) The curve at grid WB 823788 has a radius of 15 meters.

   c. HILLS:

      (1) The road between grid WB 85758003 and WB 84907910 has a slope of 9 degrees with south going uphill.

      (2) The road between grid WB 81537668 and WB 82007600 has a slope of 6 degrees with south going uphill.

d.   STREAMS: Ford number 1, at grid WB 808763, is 24 inches deep, has a rock bottom, is 6.5 meters wide, is 12 meters long, has a water velocity of 1.5 meters per second, has a difficult approach on the right bank, can handle vehicle or pedestrian traffic, and has no seasonal limitations.

e.   CONSTRICTION: There is a constriction in the roadway at grid WB 83207555, it is 3.5 meters wide for a distance of 40 meters.

f.   ROADS: All roads have a traveled width of 8 meters and are constructed IAW the map legend.

g.   List all locations for possible TCP's ambush sites, defiles, holding areas, fording sites, water supply points, contaminated areas or any other critical location.

Feedback Requirements

PRACTICAL EXERCISE SHEET 3

Title	Route Reconnaissance Operations
Lesson Number / Title	191-4033 version 1-05 / Route Reconnaissance Operations
Introduction	None.
Motivator	None.

Enabling Learning Objective

NOTE: The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise. (ELO C)

At the completion of this lesson, you [the student] will:

Action:	Prepare a Road Reconnaissance Report.
Conditions:	In a classroom, given FM 3-19.4, FM 3-25.26, FM 5-170, FM 5-34, STP 19-95B24-SM-TG, a practical exercise, a blank DA Form 1248, and writing material.
Standards:	Prepared the DA Form 1248 completing all required information and identifying all obstructions on the road.

Safety Requirements	None.
Risk Assessment	Low
Environmental Considerations	None.
Evaluation	None.
Instructional Lead-In	None.
Resource Requirements	**Instructor Materials:** PE and PE solution. **Student Materials:** References, PE, and blank DA Form 1248.
Special Instructions	None.
Procedures	

With the information below, complete the attached DA Form 1248.

    a.   From: NA 48179218

    b.   TO: NA 92073104

    c.   Scale is 2 units = 1km

    d.   Date is 18 Mar 83

    e.   Total distance of road is 16.0 km

    f.   First critical point located at the 5 km mark.

    g.   Second critical point located at the 10 km mark.

    h.   Third critical point located at the 11 km mark.

    i.   Fourth critical point located at the 15 km mark.

    j.   MSR Blue is first MSR and is A 5/8m p (8 km).

    k.   MSR Green is second and is Bc 6/8m n (4 km) (OB) (W).

    l.   MSR Brown is third and is Bg 5/6m kb (4km) (OB) (W).

Feedback Requirements	None.

11

87 ┼

4.3 | 60 ◑ 95. / 60 ■□ 90 | 60
3
8

25

4.5 | 50 ◑ 80 / 45 ■□ 70 | 40
2
8

⊤ 4

35 ▷

5.1 | 5.1 | 1 | 55
7 | 8

4 | 4.5
6 | 7

3 | MAP ERROR

3 / 2 / 45 / 4.3 (OB)(W)

| Name, Rank |
| SSAN |
| Unit |
| Date Time Group |
| Map Name |
| Edition |
| Scale |
| Remarks: |

◑ 65
∞ ■□ 55 | 25
1
4.2

2 △

6 ▷

17 | 6.5 | R | 95
1 | VP | 3 | Y

9% ➤

3 ⧓ 250

28

39

GUNSTON COVE

POSSIBLE BIVOUAC SITE ⚠ 1

13 ┼ 83

↑ N

4.5 ⧓ 475

6%

1 | VP
60 | ?
50
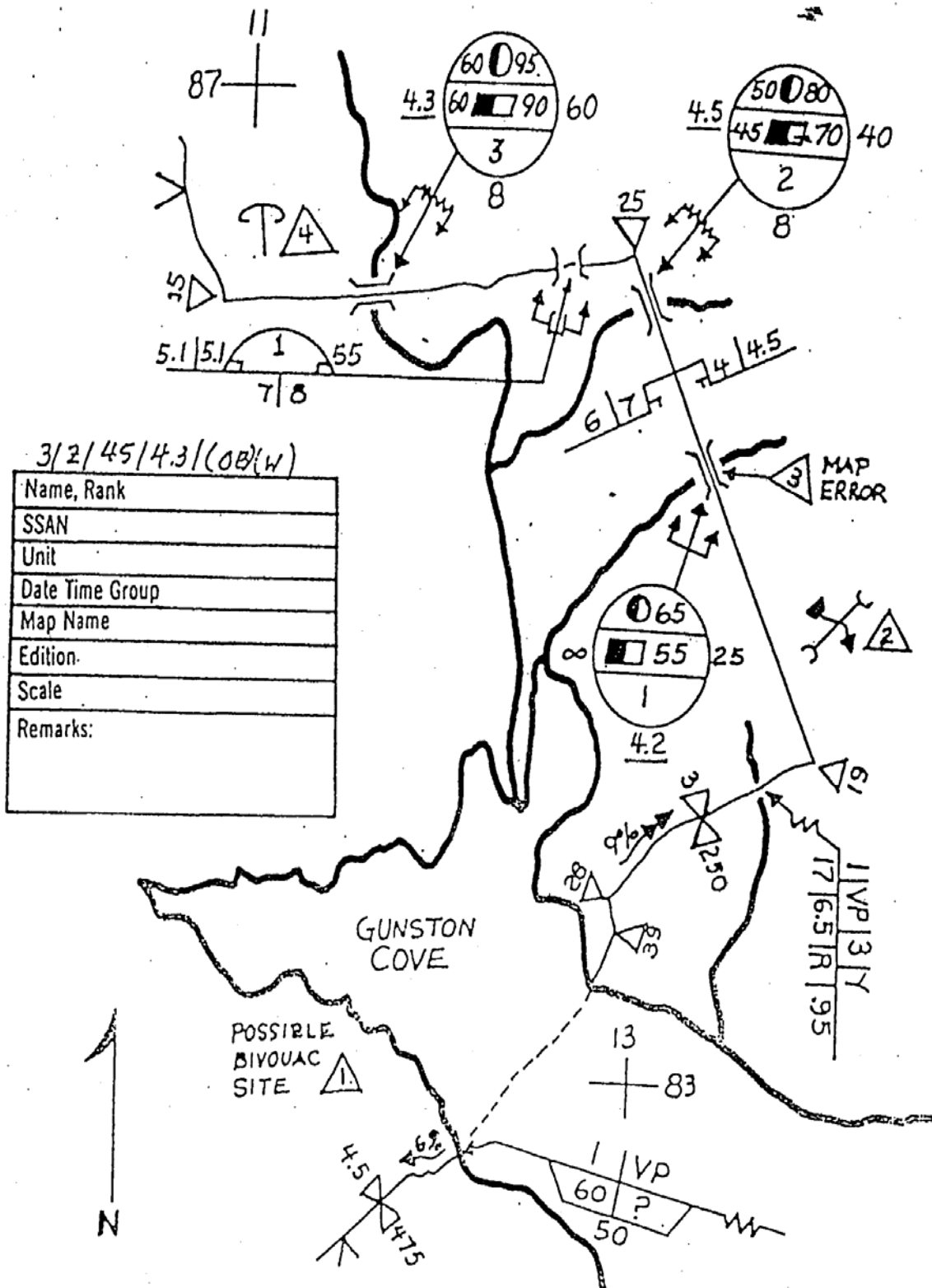
ROAD RECONNAISSANCE REPORT
For use of this form, see FM 5-36; proponent agency is TRADOC.

DATE

TO *(Headquarters ordering reconnaissance)*

FROM *(Name, grade and unit of officer or NCO making reconnaissance)*

1. MAPS	a. COUNTRY	b. SCALE	c. SHEET NUMBER OF MAPS	2. DATE/TIME GROUP *(Of signature)*

SECTION I - GENERAL ROAD INFORMATION

3. ROAD GRID REFERENCE		4. ROAD MARKING *(Civilian or Military number of road)*	5. LENGTH OF ROAD *(Miles or kilometers, specify)*
FROM	TO		

6. WIDTH OF ROADWAY *(Feet or meters, specify)*

8. WEATHER DURING RECONNAISSANCE *(Include last rainfall, if known)*

7. RECONNAISSANCE	
DATE	TIME

SECTION II - DETAILED ROAD INFORMATION *(When circumstances permit more detailed information will be shown in an overlay or on the mileage chart on the reverse side of this form. Standard symbols will be used.)*

9. ALINEMENT *(Check one ONLY)*	10. DRAINAGE *(Check one ONLY)*
(1) FLAT GRADIENTS AND EASY CURVES	(1) ADEQUATE DITCHES, CROWN/CAMBER WITH ADEQUATE CULVERTS IN GOOD CONDITION
(2) STEEP GRADIENTS *(Excess of 7 in 100)*	
(3) SHARP CURVES *(Radius less than 100 ft (30m))*	(2) INADEQUATE DITCHES, CROWN/CAMBER OR CULVERTS, ITS CULVERTS OR DITCHES ARE BLOCKED OR OTHERWISE IN POOR CONDITION
(4) STEEP GRADIENTS AND SHARP CURVES	

11. FOUNDATION *(Check one ONLY)*	
(1) STABILIZED COMPACT MATERIAL OF GOOD QUALITY	(2) UNSTABLE, LOOSE OR EASILY DISPLACED MATERIAL

12. SURFACE DESCRIPTION *(Complete Items 12a and b)*

a. THE SURFACE IS *(Check one ONLY)*	
(1) FREE OF POTHOLES, BUMPS, OR RUTS LIKELY TO REDUCE CONVOY SPEED	(2) BUMPY, RUTTED OR POTHOLED TO AN EXTENT LIKELY TO REDUCE CONVOY SPEED

b. TYPE OF SURFACE *(Check one ONLY)*	
(1) CONCRETE	(6) WATERBOUND MACADAM
(2) BITUMINOUS *(Specify type where known)*:	(7) GRAVEL
	(8) LIGHTLY METALLED
	(9) NATURAL OR STABILIZED SOIL, SAND CLAY, SHELL, CINDERS, DISINTEGRATED GRANITE, OR OTHER SELECTED MATERIAL
(3) BRICK *(Pave)*	
(4) STONE *(Pave)*	(10) OTHER *(Describe)*:
(5) CRUSHED ROCK OR CORAL	

SECTION III - OBSTRUCTIONS *(List in the columns below particulars of the following obstructions which affect the traffic capacity of a road. If information of any factor cannot be ascertained, insert "NOT KNOWN")*
(a) Overhead obstructions, less than 14 feet or 4.25 meters, such as tunnels, bridges, overhead wires and overhanging buildings.
(b) Reductions in road widths which limit the traffic capacity, such as craters, narrow bridges, archways, and buildings.
(c) Excessive gradients (Above 7 in 100)
(d) Curves less than 100 feet (30 meters) in radius
(e) Fords

SERIAL NUMBER *a*	PARTICULARS *b*	GRID REFERENCE *c*	REMARKS *d*

SECTION IV - MILEAGE CHART

ROUTE		SCALE	DATE
FROM	TO		

ROAD INFORMATION	DISTANCE	ROAD INFORMATION

MILES 10 KILOMETERS

9

8

7

6

5

4

3

2

1

0

REMARKS

USAPPC V1.00

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS
ACADEMY

MMSO

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Plan maneuver and mobility support operations
measures.

2. Enabling Learning Objective (ELO):

      a. Demonstrate knowledge of traffic control terminology, definitions,
responsible agencies, and principles.

      b. Develop a Military Police Platoon Traffic Control Plan and Straggler
Control Plan.

3. Assignment. Review FM 4-01.30, Chapter 2, Chapter 4, Chapter 5, and Chapter 7,
section II. Review FM 3-19.1, Chapter 4, para. 4-1 through para. 4-25. Read FM 3-19.4,
Chapter 5. Review STP 19-95B24 SM-TG, task numbers 191-379-4402, 191-379-4403,
191-379-4409, 191-379-4412 and 191-379-4416.

4. References:

FM 100-15	Corps Operations.	29 Oct 1996	
FM 3-19.1	Military Police Operations.	22 Mar 2001	
FM 3-19.4	Military Police Leaders' Handbook.	04 Mar 2002	
FM 4-01.30	Movement Control.	01 Sep 2003	
FM 55-30	Army Motor Transport Units and Operations.	27 Jun 1997	
FM 71-100	Division Operations.	28 Aug 1996	
STP 19-95B24-SM-TG	Soldier's Manual and Trainer's Guide for MOS 95B, Military Police, Skill Levels 2/3/4.	02 Dec 2002	* This reference is not to be released in it's entirety to foreign students.

5. Additional subject area resources: None.

6. Bring to class:

     (a) Study Materials listed above

     (b) Pencil/pen and paper.

     (c) Student handout, MMSO scenario.

PRACTICAL EXERCISE SHEET 1

Title	Maneuver and Mobility Support Operations
Lesson Number / Title	191-4034 version 1-03 / Maneuver and Mobility Support Operations
Introduction	None.
Motivator	In order to keep the battlefield traffic in a constant fluid motion, commanders rely on the military police to develop and implement control measures. You, as a future platoon sergeant must be able to develop and implement an effective traffic control plan.
Enabling Learning Objective	**NOTE:** The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise. (ELO B)

At the completion of this lesson, you [the student] will:

Action:	Develop a Military Police Platoon Traffic Control Plan and Straggler Control Plan.
Conditions:	Given a scenario, a platoon sector of responsibility, a map, overlay material, drawing materials, a requirement to develop a platoon traffic control plan, FM 3-19.1, FM 100-15, FM 3-19.4, FM 4-01.30, FM 55-30, FM 71-100, and STP 95B24-SM-TG.
Standards:	Developed an accurate platoon traffic control plan for the area of responsibility and mission requirements, consisting of the use of traffic control points, defiles, holding areas, roadblocks, checkpoints, temporary route signing, refugee and straggler control.

Safety Requirements	None.
Risk Assessment	Low
Environmental Considerations	None.
Evaluation	None.
Instructional Lead-In	None.
Resource Requirements	**Instructor Materials:** Overlay materials and a Fort Leonard Wood Map. **Student Materials:**

Overlay material, markers, and a Fort Leonard Wood Map.

Procedures

M&MSO SCENARIO

You are the platoon sergeant of the ____ plt/290th MP Co. You have been assigned the area of Fort Leonard Wood as your area of responsibility. You must assign sectors to your squads and develop a traffic control plan for the entire area. You must identify Straggler Collection points and Straggler control posts. The FEBA is located in a northwest direction of Fort Leonard Wood map.

Base Cluster A is located vicinity Grid WB 749799. 212th CSH as well as elements of the 54th Transportation Battalion are located at this location.

Base Cluster B is located vicinity Grid WB 814767. 2/68 AR Bn, HHC 16th MP Bde (Abn), and Alpha Company 2/10 Inf Bn are located in this base cluster.

In 1.5 hours, a 22 vehicle convoy including tracked vehicles from 1/70 Inf Bde (Mech) will enter your area on West Gate Road, vicinity Grid WB 761804, heading west and leaving your area via West Gate, vicinity Grid WB 698831.

In 1.5 hours, a convoy of 5 ton vehicles of classified material will enter your area on Kansas Road, vicinity Grid WB 766784, heading west and leaving your area via West Gate, vicinity Grid WB 698831.

In 1.5 hours a convoy of medical supplies in light duty wheeled vehicles will enter your area on Gate 12 Road, vicinity Grid WB 698810, heading east and depart your area on Kansas Road, vicinity Grid WB 766784.

Other convoys and various traffic (including host nation civilians) are expected to travel through your area throughout the duration of your mission.

Each convoy traveling through your area will provide its own in transit security.

Your resources available are:

3 squad leaders	6 team leaders	18 soldiers (E-4 and below)
10 HMMWVs	3 MK19 MGs	6 M60 MGs
18 M16s	10 M203s	1 route signing kit

You have 2.5 hours to plan and develop your Traffic Control Plan and Operations Order. Be prepared to brief your plan from your order and overlay on the overhead projector.

Feedback Requirements

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS ACADEMY

MP SUPPORT TO A RIVER CROSSING

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Identify the steps to Plan MP Support to a River Crossing Operation.

2. Enabling Learning Objective (ELO): None

3. Assignment. None

4. References:

FM 3-19.4	Military Police Leaders' Handbook.	04 Mar 2002
FM 90-13	River Crossing Operations.	26 Jan 1998
ARTEP 19-710-MTP	Mission Tng Plan for the MP Det (Law & Order)	10 April 1999

5. Additional subject area resources: None

6. Bring to class:

    (a) Study Materials listed above

    (b) Pencil/pen and paper.

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS
ACADEMY

SUSTAINING OPERATIONS

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Identify the fundamentals and MP support of
Sustainment Operations.

2. Enabling Learning Objective (ELO):

    a. Identify the Fundamentals of Sustainment Operations

    b. Identify MP Missions in support of Sustainment Operations.

3. Assignment.

    a. Read Chapter 3 of FM 3-19.1
    b. Read Chapters 8 – 10 of 3-19.1
    c. Read page 36 of FM 19-4
    d. Read Chapters 3 and 4 of FM 3-0
    e. Read pages 4-12 and 4-13 of FM 100-15

4. References:

FM 100-15	Corps Operations.	29 Oct 1996
FM 3-0	Operations.	14 Jun 2001
FM 3-19.1	Military Police Operations.	22 Mar 2001
FM 3-19.4	Military Police Leaders' Handbook.	04 Mar 2002

5. Additional subject area resources: None

6. Bring to class:

    (a) FM 3-0, FM 3-19.4, and FM 3-19.

    (b) Pencil/pen and paper.

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS ACADEMY

INTERNMENT and RESETTLEMENT OPERATIONS

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Develop a plan for Internment/Resettlement Operations

2. Enabling Learning Objective (ELO):

      A. Plan movement of EPW/CI
      B. Supervise EPW/CI Security and Control Activities
      C. Prepare EPW/CI Processing Plan for an Internment/Resettlement Facility
      D. Plan the establishment of an I/R Facility

3. Assignment.
      Read FM 3-19.4 chapter 7, AR 190-8; read FM 3-19.40, Chapters 1-6 and read STP 19-95B24-SM-TG, pages 5-11 through 5-16. Read ARTEP 19-313-10 MTP, pages 4-16 through 4-22

4. References: AR 190-8, ARTEP 19-313-10-MTP, FM 3-19.4, FM 3-19.40, STP 19-95B24-SM-TG

5. Additional subject area resources: None

6. Bring to class:

      (a) All reference material.

      (b) Pencil/pen and paper.

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS
ACADEMY

FTX

ADVANCE SHEET

1. Terminal Learning Objective (TLO):

2. Enabling Learning Objective (ELO): None.

3. Assignment: None.

4. References:

ARTEP 19-313-10-MTP	Mission Training Plan for Echelon Above Corps, Corps, and Division Military Police Platoons (Combat Support).	10 Apr 1999	
FM 7-8	The Infantry Platoon and Squad.	22 Apr 1992	Chapters 1 through 4

5. Additional subject area resources: None

6. Bring to field:

> (a) Map FLW 1:50,000
>
> (b) Map pens
>
> (c) Operations order materials.
>
> (d) Appropriate seasonal field gear, as determine by student leadership.
>
> (e) Compass

Module C

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS
ACADEMY

CIVIL DISTURBANCE

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Plan for civil disturbance operations.

2. Enabling Learning Objective (ELO):

   a. Identify the skills in conducting civil disturbance operations.

   b. Identify the operational threats of the civil disturbance environment.

   c. Identify control force operations.

   d. Identify crowd control formations.

   e. Identify the fundamentals of civil disturbance operations (PE).

3. Assignment.

   Complete Civil Disturbance review worksheet (Student Handout #3) using the
FM 3-19.15.

   FM 3-19.15, Read Ch1, Ch 2, Ch 6 (pgs 6-1 thru 6-6), & App C

4. References: FM 3-19.15.

5. Additional subject area resources: None

6. Bring to class:

   (a) References & Student Handouts

   (b) Pencil/pen and paper.

   (c) Student handouts.

STUDENT HANDOUT # 1 (Part 1)

(1) Who are they? What is the overarching identity of the crowd? Are they strikers, ethnic factions, or social protestors? Do they identify themselves as strikers, ethnic groups, religious factions, or protestors against some perceived social injustice?

(2) What are their goals?

(3) What is the composition of the crowd and are there any known factions?

(4) What are they capable of doing?

(5) What are their traditional behaviors or cultural repertoires?

(6) When and where will they assemble?

(7) Where will they go?

(8) What are the possible targets of violence?

(9) What is the worst-case scenario?

(10) When and where will they disperse?

(11) Are there plans for subsequent gatherings?

STUDENT HANDOUT #1 (Part 2)

(1) Who are they? What is the overarching identity of the crowd? Are they strikers, ethnic factions, or social protestors? Do they identify themselves as strikers, ethnic groups, religious factions, or protestors against some perceived social injustice?

Understanding who they are will indicate what they may do. It may be possible to determine identities and goals from advance assembling instructions, leaflets distributed to bystanders, placards and banners, and chants and songs.

(2) What are their goals?

What the group wants to accomplish by assembling could determine the extent to which they can be accommodated once they have assembled. They may only seek recognition for their cause (being seen and heard). If so, this goal is usually easy to accommodate. However, some groups may have more demanding goals, for example the demonstrators in Seattle who sought to stop the WTO. Goals that cannot be accommodated make confrontation very likely.

(3) What is the composition of the crowd and are there any known factions?

Seattle demonstrations against the WTO were comprised of groups that were protesting environmental issues, wages, and child labor laws. Differing goals and the resulting friction were evident between such organizations as the Ruckus Society and the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO). Factions within a crowd represent threats and opportunities.

(4) What are they capable of doing?

Protest groups often claim that they will assemble large numbers of people to produce some disruptive action. However, there is often a difference between the claim and reality. An organization may claim that it can mass a 100,000 people, but in reality can only get 40,000. Organizers exaggerate for the two following reasons: they want to boost the morale of their own people and want the media to report that they have strength in numbers. Studying the past activities of a group may provide indications of what they are capable of doing in the future.

(5) What are their traditional behaviors or cultural repertoires?

What people do during protests is not universal. It varies with the group and the culture. Social protest organizations and striking unions will carry placards and banners. Other groups will protest in a more quiet way, as 5,000 women in Sarajevo whose standard Sunday behavior was to sit and block traffic. They were protesting the loss of male relatives in the Bosnian war. Understanding the goals of the protestors can be helpful in deciding how to respond to their behaviors.

(6) When and where will they assemble?

Every protest organizer has a time and place for assembling and perhaps a destination for the crowd to move. If the organizer attempts to mobilize large numbers of participants, the time and place for assembling and dispersing must be made known in the instructions. This information may be stated in mobilization instructions, or disseminated by an informal network, such as word of mouth. Such impromptu networks in densely populated areas can enable rapid assembling.

(7) Where will they go?

Many crowds have destinations. Organizations may march a specified distance to ensure that their cause gets sufficient attention. Commanders need to know the route to minimize disruptions to the rest of community. In Los Angeles, LEAs attempt to reroute traffic and prevent congestion caused by protest marches. It is also necessary to provide security along the route to prevent counter demonstrators from confronting the marchers. This will prevent an even greater problem for the community.

(8) What are the possible targets of violence?

Riots, in particular, may focus on target facilities. In the 1992 Los Angeles riots, gun stores were major targets. In developing countries, targets may be more basic. In Somalia, throngs of people stormed food supplies. In Haiti, riots broke out over trash dumps where US forces had discarded the remnants of MREs.

(9) What is the worst-case scenario?

The worst-case scenario must be recognized for the sake of avoidance. This may be when a peaceful crowd degenerates into a violent riot.

(10) When and where will they disperse?

Crowds have a life cycle and how they disperse is part of that. (See *Chapter 1*) Commanders must consider this. It is essential that there be one or more avenues which people can use to disperse and these dispersal routes should be clearly marked, visible, and open-ended. There may be a need for US forces to assist the crowd with dispersal. For example, in Los Angeles a 70,000-man march went from east to central Los Angeles. Once at their destination, they engaged in peaceful activities and then dispersed. The LEAs provided transportation back to the assembly area (AA); otherwise, the protestors would have returned to the assembly area in a disorganized and unsupervised manner.

(11) Are there plans for subsequent gatherings?

A crowd may disperse for a short time so participants can take care of personal needs. This could be days or only a few hours.

Student Handout #3
Civil Disturbance review worksheet

1. Under the Constitution of the US and US Code, the President is empowered to direct federal intervention in civil disturbances to:
    a.
    b.
    c.
    d.

2. A state governor is empowered by each state constitution and the Constitution of the US to _____ _____ _____ of the state and to command the state NG while it is serving in state status.

3. The Constitution of the US places the military under _____ _____ and designates the President as commander-in-chief.

4. Laws governing the use of the military in domestic operations are _____, subtle, and _____ _____.

5. What is 18 USC 1385? _____ _____ _____

6. The DOD intelligence community operates under limitations imposed by _____ and _____ _____.

7. Generally, federal military forces may not give law enforcement assistance to civil authorities without conflicting with the _____ _____ _____.

8. The Posse Comitatus Act prescribes criminal penalties for the use of the US Army or Air Force to execute the laws of or to perform civilian law enforcement functions within the US. DOD policy extends this prohibition to the US Navy and Marine Corps. Prohibiting the military from executing the laws means that military personnel may not participate directly in:
    a.
    b.
    c.

9. Under the Constitution of the US, exceptions allow the use of military force to execute or enforce the law. Some of the exceptions are to:
    a.
    b.
    c.
    d.
    e.
    f.

10. Title 10 prohibits the _____ from directly participating in arrests, searches, seizures, or other similar activity unless authorized by law (such as arrests on military property).

11. US military forces are _____ placed under the command of civilian law enforcement officers or nonfederalized NG.

12. In extreme circumstances, the NG can be brought on federal service for civil disturbance operations when _____.

13. The role of federal Army forces is to assist civil authorities _____ when the magnitude of the disturbance _____ of local and state LEA, including the NG.

14. The DA civil disturbance plan, referred to as _____ _____ _____, provides direction for Army forces directed to quell civil disturbances.

15. The Department of Justice (DOJ) is the lead federal agency for _____ _____ _____.

16. All apprehensions are made by _____, unless it is not possible for them to do so. Individuals must be known to have committed an illegal act, or there must be probable cause to believe that and individual committed such an act.

17. What are the two types of subjects?_____ and _____

18. _____ escorts should always be used to transport a female subject.

19. The two main positions used to place Flex-Cufs on a subject are the _____ and _____.

20. An apprehended subject should always be put at a _____ and _____ _____, but circumstances may dictate postponing the search until a safer place can be found.

21. The prescribed methods of searching someone are the _____, _____ _____. The method of search used largely depends on the _____ and the _____.

22. Legal and regulatory circumstances for conducting a frisk search are covered in the _____.

23. The safest way to handcuff or Flex-Cuff a noncompliant is in the
_____, when the search man has greater control of the subject. It is
usually the _____ in which to conduct a search.

24. A temporary military detention facility can be set up if:
      a.
      b.
      c.

25. Custody transfers and release procedures must be coordinated with _____
_____ and the appropriate legal counsel.

PRACTICAL EXERCISE SHEET 191-4024 (1-05)

Title	Civil Disturbance
Lesson Number / Title	191-4024 version 1-05 / Civil Disturbance
Introduction	
Motivator	Units deploying on peacekeeping and peacemaking missions are increasingly being called upon to control civil disturbances. Since you can expect to be deployed on an operation other than war in the near future, you and your platoon must be prepared to perform civil disturbance operations.
Terminal Learning Objective	**NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise. At the completion of this lesson, you [the student] will:

Action:	Plan for civil disturbance operations
Conditions:	Given a classroom environment, FM 3-19.15 and student handouts.
Standards:	Conducted platoon riot control formations by selecting the correct riot control formation for the situation, formed the platoon into the formation selected, and reassembled the platoon from the formation.

Safety Requirements	None
Risk Assessment	Low - None
Environmental Considerations	None.
Evaluation	Lesson material covered during this block of instruction will be tested on within the Military Police Law and Order Operations Examination (191-4030).
Instructional Lead-In	To effectively control civil disturbances you and your platoon must be able to execute various riot control formations. Proper execution of these formations will enable you to disperse the crowd.
Resource Requirements	**Instructor Materials:** **Instructor Materials: Solution** **Student Materials:** Student Materials: Pencil/Pen, Student handout

Special Instructions

1. Issue test PE.

2. Allow 45 minutes to take PE.

3. Evaluate each student's answers to the test in open form.

4. Have student exchange tests.

5. Review answers.

Procedures

CIVIL DISTURBANCE PRACTICAL EXERCISE

Instructions: You will have 45 minutes to take this test. This is a closed book test. There will be a 15-minute review at the completion of the test. You must do individual work.

Circle the answer that best answers the question.

1. The loss of individual identity in a crowd describes--

    a. Impersonality.
    b. Social personality.
    c. Anonymity
    d. Behavioral unaccountability.

2. Which of the following is true concerning a crowd? A crowd _____

    a. has no common bond.
    b. always has potential for violence.
    c. always gathers for a purpose
    d. is not easily swayed by emotional appeal

3. What is the first phase of the gathering process?

    a. Violent act
    b. Assembling process
    c. Crowd building
    d. Free food

4. Groups within a crowd will often act in unison in an attempt to achieve their agendas.

    a. True
    b. False

5. What type of crowd add responses that are based on the emotions of the elements?

    a. Casual crowd
    b. Mob
    c. Agitated crowd
    d. Sighting crowd

6. What type of riot involves an attack on property by acts of vandalism, looting and arson?

    a. Communal
    b. Commodity
    c. Celebration
    d. Protests

7. In almost every civil disturbance or riot, what will be used by the crowd as an aggressive tool?

    a. Barricades
    b. Explosives
    c. Verbal abuse
    d. Fire

8. Preparation for civil disturbance control operations need only be concerned with control of violent confrontations.

    a. True
    b. False

9. Release of a MWD on a crowd should only be done in extreme situations, involving the death of a control force member?

    a. True
    b. False

10. Developing information is a key for success, what are the three primary sources of information available for commanders?

    a. Open, law enforcement, military
    b. News, library, snitches
    c. Local representatives, library, CIA
    d. CIA, DEA, FBI

11.   Working relationships between commanders and protest group leaders are increasingly seen as distracters for preventing bad outcomes in crowd situations.

   a. True
   b. False

12. Which of the following would you **NOT** do to aid in the scalable effects process?

   a. Pass out handbills requesting the crowd return home.
   b. Give warnings before moving to the next level of force.
   c. Ensure you are always the first approach.
   d. Use translators as necessary.

13.   What is the next step after the types of escalations for each potential graduated response are determined and annotated?

   a. War game
   b. Command approval
   c. Decision brief
   d. Deliberate operations

14. There are several tactical options for crowd control, for large nonviolent demonstrations, where decisive action is not possible, the best option would be

   a. Disperse
   b. Contain
   c. Monitor
   d. Block

15. What tactical option is used to take deliberate actions to fragment an assembled crowd in order to prevent the destruction of property or prevent injury?

   a. Disperse
   b. Contain
   c. Monitor
   d. Block

16. Who should commanders consult, when drafting a proclamation?

   a. President
   b. Vice President
   c. SJA
   d. Bill O'Reilly

17. The normal rate of march for movement into and assembly from all crowd control formation is

    a. Route step.
    b. Quick time.
    c. Double time.
    d. Any of the above.

18. A formation used in order to apprehend a person surrounded by a crowd is the

    a. Line.
    b. Echelon left.
    c. Diamond.
    d. Wedge.

19. The safe port position is

    a. the primary method of carrying weapons in a control force formation.
    b. not useful because it cannot be seen at the rear of the crowd.
    c. used only to move away from crowd formations.
    d. easy to maintain over extended periods of time.

20. The best formation to push a crowd straight back in an open area is the

    a. Echelon.
    b. Diamond.
    c. Wedge.
    d. Line.

21. The command used to form a platoon into a line formation is

    a. EXTEND TO THIS RIGHT, MOVE.
    b. FALL IN ON LINE, MOVE.
    c. PLATOON ON LINE, MOVE.
    d. FORM A LINE, GO.

22. A platoon leader has given the preparation command to form a platoon line. The squad leaders will command

    a. FOLLOW ME.
    b. FALL IN.
    c. STAND FAST.
    d. MOVE.

23. To turn a crowd in a desired direction while in an open area, the best formation to use would be

    a. Line.
    b. Echelon.
    c. Wedge.
    d. Diamond.

24. What is the command for forming a platoon echelon right?

    a. PLATOON RIGHT, SQUADS IN ECHELON, MOVE.
    b. PLATOON ECHELON RIGHT, MOVE.
    c. ECHELON RIGHT, MOVE.
    d. ECHELON, GO

25. What the following hand signal represent?
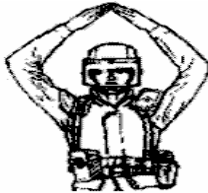
    a. Circle
    b. Diamond
    c. Wedge
    d. Line

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS
ACADEMY

DUTIES OF A MILITARY POLICE OPERATIONS SERGEANT

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Perform function as a Provost Marshal
Operations Sergeant.

2. Enabling Learning Objective (ELO):

      a. Identify and discuss the elements of a monthly Evidence Room inspection.

      b. Develop an annex to a PMO SOP.

      c. Develop a Law Enforcement Assimilation Program.

      d. Display knowledge of Military Working Dog (MWD) Operations.

      e. Conduct an Inspection of a Military Working Dog Kennel Operation.

      f. Review the Progress of a Military Police Investigations (MPI) Case.

      g. Analyze Police Information.

3. Assignment.

      Read Chapters 1-5 of AR 195-5

      Read Chapter 5 of FM 3-19.13

      Read Appendix D CIDR 195-1.

      Read Chapters 7, 8, and App C of FM 19-10

      STP 19-95B4-SM-TG(Dec 02), Read Ch 3, pp 3-209 thru 3-210 (191-378-5303).

4. References:

AR 190-12	Military Police Working Dogs.	30 Sep 1993
AR 190-30	Military Police Investigations.	01 Jun 1978
AR 190-40	Serious Incident Report.	30 Nov 1993
AR 190-45	Law Enforcement Reporting.	20 Oct 2000
AR 195-5	Evidence Procedures.	28 Aug 1992
AR 25-50	Preparing and Managing Correspondence.	03 Jun 2002
AR 25-55	The Department of the Army Freedom of Information Act Program.	14 Apr 1997
AR 380-13	Acquisition and Storage of Information Concerning Nonaffiliated Persons and Organizations.	30 Sep 1974
AR 380-5	Department of The Army Information Security Program.	29 Sep 2000
CID REG 195-1	Criminal Investigation Operational Procedures.	01 Jul 2003
DA PAM 190-12	Military Working Dog Program.	30 Sep 1993
DODD 5200.31	Single Manager for DoD Military Working Dog Program	07 Sep 1983
FM 3-19.13	Law Enforcement Investigations.	10 January 2005
FM 5-0	Army Planning and Orders Production.	20 January 2005
FM 19-10	The Military Police Law and Order Operations.	30 Sep 1987
STP 19-95B24-SM-TG	Soldier's Manual and Trainer's Guide for MOS 95B, Military Police, Skill Levels 2/3/4.	02 Dec 2002

5. Additional subject area resources: None

6. Bring to class:

    (a) Student Handouts.

    (b) Pencil/pen and paper.

PRACTICAL EXERCISE SHEET 1

Title	Review the Progress of an MPI Case.
Lesson Number / Title	191-4025 version 1-05 / Duties of Military Police Operations Sergeant
Introduction	None.
Motivator	The purpose of this practical exercise is to develop and ensure that the Sergeants know how to review the progress of an MPI case.

Terminal Learning Objective

NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

Action:	Perform function as a Provost Marshal Operations Sergeant.
Conditions:	Given a classroom environment, appropriate references and rooms to conduct a practical exercise.

Standards:	Demonstrate an understanding of Provost Marshal Operations to include:
	  - Inspect the Evidence Program.
	  - Develop a PMO SOP.
	  - Develop a Law Enforcement Assimilation Program.
	  - Review the Progress of an MPI Case.
	    - Inspect a Military Working Dog Section.

Safety Requirements	None.
Risk Assessment	Low
Environmental Considerations	None.
Evaluation	Written evaluation in 191-4030.
Instructional Lead-In	This block of instruction will prepare you for performing duties as a Provost Marshal Operations Sergeant.
Resource Requirements	**Instructor Materials:** Slides and lesson plan. **Student Materials:** Paper, pen and a scenario.
Special Instructions	You will have 50 minutes to complete this practical exercise. After 50 minutes, you will turn in your case with deficiencies noted.

Procedures

**Feedback
Requirements**   None.

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS ACADEMY

FORCE PROTECTION

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Demonstrate knowledge of the Force Protection Program and Support for the installation.

2. Enabling Learning Objective (ELO):

      a. Develop an Access Control Training Program.

      b. Plan a Compliance Checkpoint.

      c. Plan Military Police Support for a Special Event.

      d. Inspect an Access Control Point.

3. Assignment:
      Read Ch 8 of FM 3-19.4
      Read Ch 4 of AR 190-13
      Read pgs 1 thru 30 of AR 525-13
      Familiarize with AR 190-14
      Familiarize with App G of FM 5-0
      Familiarize with App K of FM 3-19.30

4. References:

AR 190-13	The Army Physical Security Program.	30 Sep 1993
AR 190-14	Carrying of Firearms and Use of Force for Law Enforcement and Security Duties	12 Mar 1993
AR 525-13	Antiterrorism.	04 Jan 2002
AR 670-1	Wear and Appearance of Army Uniforms and Insignia.	01 Jul 2002
DA FORM 1594	Daily Staff Journal or Duty Officer's Log.	01 Nov 1962
FM 22-6	Guard Duty	17 Sep 1971
FM 3-19.4	Military Police Leaders' Handbook.	04 Mar 2002
FM 3-19.30	Physical Security	January 2001
FM 5-0	Army Planning and Order Production	January 2005

5. Additional subject area resources: None

6. Bring to class:

    (a) Study Materials listed above

    (b) Pencil/pen and paper.

MILITARY POLICE ANCOC, MANSCEN NONCOMMISSIONED OFFICERS
ACADEMY

ESTABLISH HOST NATION POLICE OPERATIONS

ADVANCE SHEET

1. Terminal Learning Objective (TLO): Establish Host Nation Police Operations.

2. Enabling Learning Objective (ELO): None

3. Assignment:

> Read pgs 5-80 thru 5-85 of ARTEP 19-476-MTP

4. References:

ARTEP 19-476-MTP	Mission Training Plan for Echelons Above Corps and Corps Military Police Battalion and Division Provost Marshal (Combat Support).	10 Apr 1999

5. Additional subject area resources: None

6. Bring to class:

> (a) Study Materials listed above

> (b) Pencil/pen and paper.

Tests

MANEUVER SUPPORT CENTER
NONCOMMISSIONED OFFICERS ACADEMY

MILITARY POLICE
ADVANCED NONCOMMISSIONED OFFICERS COURSE

Staff and Tactical Operations Examination
ADVANCE SHEET

I. **Purpose:** This examination evaluates your knowledge of :

191-4016	Operations Orders and Overlays
191-4017	Apply the Military Decision Making Process
191-4018	Intelligence Preparation of the Battlefield
191-4019	Command Post Operations and Battle Tracking
191-4021	Plan Decontamination Operations
191-4028	Tactical Patrols
191-4029	Defense
191-4032	Offense
191-4037	Countermine Operations

II. **Action:** Answer questions 1 through 30.

III. **Conditions:** You may use your personal notes, any reference handouts, and the following references: **FM 1-02, FM 3-0, FM 3-3, FM 3-5, FM 3-19.4, FM 3-34.2, FM 34-3, FM 34-130, FM 5-0, FM 5-34, FM 7-7, FM 7-8, FM 7-10, FM 20-32, FM 71-100, FM 100-60, ARTEP 19-313-10-MTP, STP 19-95B24-SM-TG, STP 21-24-SMCT** and any other reference material relating to these lessons.

IV. **Time:** You have 90 minutes to complete this examination.

V. **Standard:** To receive a passing score, you must accumulate a minimum of 70%. If you do not accumulate 70%, you will receive remedial training prior to being retested.

MANEUVER SUPPORT CENTER
NONCOMMISSIONED OFFICERS ACADEMY

MILITARY POLICE
ADVANCED NONCOMMISSIONED OFFICERS COURSE

Sustaining Operations Examination
ADVANCE SHEET

I. **Purpose:** This examination evaluates your knowledge of :

191-4012	Apply the Ethical Decision Making Process
191-4031	Plan and Conduct MOUT Operations
191-4033	Route Reconnaissance Operations
191-4034	Maneuver and Mobility Support
191-4035	MP Support to River Crossing Operations
191-4036	Sustaining Operations
191-4038	Internment and Resettlement Operations

II. **Action:** Answer questions 1 through 30.

III. **Conditions:** You may use your personal notes, any reference handouts, and the following references**: FM 1-02, FM 3-0, FM 3-06, FM 3-06.11, FM 3-19.1, FM 3-19.4, FM 3-19.40, FM 3-25.26, FM 3-34.2, FM 4-01.30, FM 5-0, FM 5-34, FM 5-170, FM 55-30, FM 7-8, FM 19-10, FM 20-32, FM 22-100, FM 71-100, FM 90-13, FM 100-15, ARTEP 19-710-MTP, STP 19-95B1-SM, STP 19-95B24-SM, AR 190-8, AR 380-5, CFR, DOD 5500.7R, _CALCULATOR_** and any other reference material relating to these lessons.

IV. **Time:** You have 90 minutes to complete this examination.

V. **Standard:** To receive a passing score, you must accumulate a minimum of 70%. If you do not accumulate 70%, you will receive remedial training prior to being retested.

MANEUVER SUPPORT CENTER
NONCOMMISSIONED OFFICERS ACADEMY

MILITARY POLICE
ADVANCED NONCOMMISSIONED OFFICERS COURSE

Law and Order Operations Examination
ADVANCE SHEET

I. **Purpose:** This examination evaluates your knowledge of :

191-4024	Civil Disturbance
191-4025	Duties of a PM Operations Sergeant
191-4026	Force Protection
191-4027	Establish Host Nation Police Operations

II. **Action:** Answer questions 1 through 30.

III. **Conditions:** You may use **FM 3-19.4, FM 3-19.13, FM 3-19.15, FM 19-10, ARTEP 19-472-MTP, ARTEP 19-476-MTP, STP 19-95B24-SM, AR 190-12, AR 190-13, AR 190-30, AR 195-5, AR 525-13**, and class notes to complete this examination. It will benefit you to review your notes prior to taking this examination.

IV. **Time:** You have 90 minutes to complete this examination.

V. **Standard:** To receive a passing score, you must accumulate a minimum of 70%. If you do not accumulate 70%, you will receive remedial training prior to being retested.

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 1: ISO4C45L version 001

PRACTICAL EXERCISE SHEET 1

Title	Iraqi Tribalism
Lesson Number / Title	ISO4C45L version 001 / Iraqi Tribalism
Introduction	
Motivator	

Terminal Learning Objective

NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

Action:	Evaluate the tribal groups in a region
Conditions:	Using the CARVERSHP analysis tool and student handouts
Standards:	Determine the best tribal group in the region to strike relations with based on the CARVERSHP matrix and answer all practical exercise questions

Safety Requirements	There are no safety issues.
Risk Assessment	Low - Low IV/E
Environmental Considerations	There are no environmental issues.
Evaluation	CARVERSHP Matrix Answer Key
Instructional Lead-In	
Resource Requirements	**Instructor Materials:** Lesson plan, slides, handouts **Student Materials:** Pen, notebook, read-ahead material
Special Instructions	See Handout Section for PE. PE Solution is in CARVERSHP PowerPoint briefing in LSA.
Procedures	
Feedback	

Requirements

Appendix D - Student Handouts

Target Based Model
Student Activity 1

Directions: Read the following information of specific tribes in your region. Based on the information, use the CARVERSHP process to identify the best target for an effects-based operation and possible COAs to exploit this High-Payoff Target.

Your unit is located in Iraq. You have three tribal groups that dominate your area. Tribal Group B appears to have the largest number of people locally however Tribal Group A has a very dominant wealthy elite that have been very close to the Ba'athist regime. Tribe A appears to have benefited the most during Saddam Hussein's reign and who are also the most opposed to US forces in the region.

Your mission is to stabilize the region and prepare for local elections. In order to do this you will need to develop some COAs. Your primary mission is stabilization. Other missions are reestablishing local security forces, power grids, sanitation and health facilities as well as logistics networks and local economic projects.

Local Economy: Tribe A recognized as having the wealthiest and most educated. Tribe A has significant ownership of local infrastructure facilities. Tribe B and C do not own any significant infrastructure facilities but do dominate population. Tribe C's vast influence with neighboring tribes gives it some control of transport routes and receives significant aid from Iranian charity organizations. Tribe B's local majority population means that most facilities are run by Tribe B.

Student must answer the following questions in addition to filling out the CARVERSHP matrix.
What Tribe will you work with to accomplish these missions and why?
What is your expected outcome?
What are the factors that could aggravate your relationship with the tribe you've chosen to work with?
What are the factors that could mitigate potential problems by establishing a relationship with this tribe?
If time allows, student could address these areas as well:
If a problem arises with the other two tribes, what could the repercussions be, i.e. where would your mission planning be affected: population control, infrastructure security, regional stability, transport routes in/out of your AO, political agreements, etc.?

Tribe A: The leader of Tribe A is Sheikh Zayed. His family is known to have numerous ties with former regime elements in the region. While Sheikh Zayed has approached the Coalition Forces for grievances and requests for aid, there is a substantial number of detainees who are part of Tribe A. Sheikh Zayed is very disliked by leaders of Tribe B and C due to his connections with the regime which have benefited his tribe at the expense of tribes B and C. Tribe A is predominantly Sunni. Sheikh Zayed's family has benefited greatly by Saddam and thus he is seen as corrupt, even by other groups within his Tribe. Currently, he has significant weight in possibly reducing attacks on Coalition forces but his future is tenuous and dependent on his ability to control the clan's violent elements.

Tribe B: The leader of Tribe B is Sheikh Ghazi. His family benefited somewhat during Saddam Hussein's regime. His tribe has the largest number of people in the region compared to Tribes A and C. Tribe B has worked with Tribe C in the past to balance the power of Tribe A which benefited a great deal from ties with Saddam's family. Tribe A and Tribe B have worked together

in the past but have also had many instances of conflict, particularly over the control of the local government. Because Tribe A was highly favored under Saddam's regime, it has dominated the government. With the fall of Saddam, Tribe A and B were known to have had some small clashes in which members of Tribe A were killed. Without a doubt, Tribe B's wealth is significantly less than Tribe A's and Tribe B does not have the same degree of alliances that Tribe A or C has with other tribal confederations in surrounding areas. Tribe B has several clerics who are opposed to helping the US based on what happened during the Gulf War when many Shi'a in the South were abandoned by the US and attacked by Saddam's forces. There is a lot of distrust among the people for working with Coalition forces. Tribe B is predominantly Shi'a.

Tribe C: The leader of Tribe C is Sheikh Ahmed. His family was persecuted under Saddam Hussein's regime. His tribe has the second largest number of people in the region. Tribe C has worked with Tribe B to balance the power of Tribe A which benefited a great deal from ties with Saddam's family. Tribe C and Tribe A have generally been on poor terms but only because they share alliances with neighboring tribes. Tribe C does not equal Tribe A's power in wealth or influence *within* the region but *outside* the region, Tribe C has numerous alliances which make it a significant balance to Tribe A. Tribe C covers a vast area that if calculated overall, would surpass the local population majority of Tribe B. Locally, Tribe C is a minority but country-wide, Tribe C is one of the largest groups and thus a major player in regards to national issues. Under Saddam, Tribe C was isolated from government power and only achieved nominal representation. Tribe C also has many ties with Iranian clerics/sheikhs. Tribe C is predominantly Shi'a.

Slide 1

Target Model using CARVERSHP

- **Criticality:** How important is relations with the group to conducting operations?

- **Accessibility:** What is the likely-hood of compromise by professional opposition if the group is contacted or approached?

- **Recouperability:** How easily is rapport established with the group or reestablished once lost?

- **Vulnerability:** How similar is the ideology of the group to our own; are there any historical grievances that can be exploited to our advantage?

- **Effects on population:** Will relations with the group result in repercussions against the group's population by opposing threat forces?

For Official Use Only

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Slide 2

CARVERSHP
GRADING CRITERIA

- **Recognizability:** How well known is the group in the international community?

- **Symbolism:** How will relations with the group be accepted by the population of that group?

- **Historical Significance:** How long have relations with the group occurred?

- **Political Significance:** How important is relations with the group on the international political scene?

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Slide 3

Example of Filled Out Model using CARVERSHP MATRIX

CARVERSHP MATRIX
EXAMPLE

Group	C	A	R	V	E	R	S	H	P	TOTAL
A	4	5	5	5	3	5	5	1	4	7
B	2	4	4	4	3	5	5	3	4	34
C	1	4	3	4	4	1	1	3	4	23
D	3	4	3	3	4	5	1	1	4	22
E	1	1	1	1	4	5	1	1	5	22
F	1	1	1	1	3	5	1	4	5	22

For Official Use Only

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Slide 4

CRITICALITY

1. Relations with the group is not important to operations.

2. Relations with the group has some benefit.

3. Relations with the group is very beneficial to operations.

4. Operations are severely hampered without relations with the group.

5. Relations with the group is critical to operations.

FOUO

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Slide 5

ACCESSIBILITY

1. Group cannot be approached without a high likelihood of compromise by professional opposition.

2. Group cannot be approached without significant chance of compromise by professional opposition, extensive movement coordination is necessary.

3. Significant movement or coordination must occur in order to contact the group clandestinely, compromise by professional opposition is possible.

4. Group can be contacted clandestinely once some movement or coordination has occurred, compromise is unlikely.

5. Group is easily contacted clandestinely through normal everyday activities, chance of compromise is remote.

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Slide 6

RECOUPERABILITY

1. Rapport with the group is very difficult to gain or recover once lost.

2. Will take significant amount of time and resources to build or will be difficult to reestablish once lost.

3. Will take some effort to gain or some time to establish.

4. Can be gained easily or be easily reestablished.

5. Is solid and will be difficult to lose.

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Slide 7

VULNERABILITY

1. Group has opposing ideologies and is unlikely to support operations.

2. Certain elements within the group may reluctantly support operations.

3. Group requires significant rapport building and quid pro quo agreements before they will support operations.

4. Group has similar ideologies and will support operations if it serves their interest as well.

5. Group shares the same ideology and will eagerly support operations.

FOUO

Slide 8

EFFECTS ON POPULATION

- 1. Relations with the group will result in intense fighting against group population.
- 2. Relations with the group will result in some violence against the group population.
- 3. Relations with the group will result in minimal violence but a strong political backlash against the group population.
- 4. Relations with the group will result in little or no political backlash against the group population.
- 5. Relations with the group will bring favorable attitudes towards the group population.

FOUO

Slide 9

RECOGNIZABILITY

1. Group is not known except by subject matter experts.

2. Group is well known in the local area.

3. Group is well known in certain regions.

4. Group is well known throughout the country.

5. Group is well known internationally.

FOUO

Slide 10

SYMBOLISM

1. Relations with the group will cause public outcry and anger among the populace, measures will be taken to disrupt the alliance.

2. Relations with the group will have little support from the populace, public opposition will be widespread.

3. Relations with the Group will be tolerated by the populace, and may have some public opposition.

4. Populace will be indifferent to the relations with the group.

5. Relations with the Group will be praised and accepted by the populace.

FOUO

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Slide 11

HISTORICAL SIGNIFICANCE

1. Relations with the group is long-standing, normal, and expected.

2. There is a habitual relationship with the group where there is common interest.

3. Relations with the group occurs occasionally as the need arises.

4. Relations with the group is rare but has occurred in the past.

5. Relations with the group will set a historical precedence.

FOUO

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Slide 12

POLITICAL SIGNIFICANCE

1. Relations with the group will have little or no political significance.

2. Relations with the group will have local political significance.

3. Relations with the group will have national political significance.

4. Relations with the group will have some international political significance.

5. Relations with the group will have major international political significance.

FOUO

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Slide 13

CARVERSHP MATRIX
EXAMPLE

Group	C	A	R	V	E	R	S	H	P	TOTAL
A	4	5	5	5	3	5	5	1	4	37
B	2	1	4	1	3	5	5	1	4	24
C	1	1	3	4	1	1	1	3	4	23
D	3	1	3	1	1	5	5	1	3	33
E	1	1	1	1	1	5	5	1	5	22
F	1	1	1	1	1	5	5	1	5	22

FOUO

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Slide 14

Target Model Practical Exercise 1

- Refer to Student Activity 1, Target Based Model handout

FOUO

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Slide 15

Tribe	C	A	R	V	E	R	S	H	P	Total
A		?						?		
B		?						?		
C		?						?		

FOUO

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Slide 16

Tribe	C	A	R	V	E	R	S	H	P	Total
A	2	?	3	1	4	3	1	?	2	16
B	4	?	1	2	3	3	3	?	2	18
C	2	?	4	4	3	4	5	?	3	25

FOUO

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WORKBOOK

Instructions: Read the information contained in the packet and complete all exercises to gain a better understanding of what culture is and how it affects your daily activities. At the end of this packet is also a test. Complete the test with 100% accuracy.

Why study culture?

Nations and people who do not pay heed to the local cultural are taking unnecessary risks. Our job is challenging enough without making things more difficult on ourselves by offending the people we interface with. Again--to advance our unit's mission--and our own personal success--it is in our best interest to be aware of the "why behind the what" in other societies.

Cultural sensitivity means knowing about and respecting the norms of the local culture, not necessarily liking them. Moreover, once you accept that people behave the way they do for a reason, you can go beyond simply reacting to that behavior and figure out how to work with it. Culture has been aptly compared to an iceberg. Just as an iceberg has a visible section above the waterline, and a larger, invisible section below the water line, so culture also has some aspects that are observable and others that can only be suspected or imagined. Also like an iceberg, part of culture that is visible (observable behavior) is only a small part of a much bigger whole. Surface behaviors are influenced by beneath the surface values and assumptions.

The numbered items listed below are all aspects of culture. In the drawing of the iceberg, write above the waterline the numbers for those features you consider observable behavior; write the remaining numbers beneath the line.

1. Concept of self	**2.** Religious beliefs	**3.** Religious rituals
4. Importance of time	**5.** Paintings	**6.** Values
7. Literature	**8.** Child Raising	**9.** Leadership
10. Gestures	**11.** Holiday Customs	**12.** Concept of Fairness
13. Social Relationships	**14.** Concept of Modesty	**15.** Foods
16. Eating habits	**17.** Understanding-Natural World	**18.** Work ethic
19. Facial Expressions	**20.** Concept of Beauty	**21.** Music
22. Fashion	**23.** General world view	**24.** Personal space
25. Rules of social etiquette		
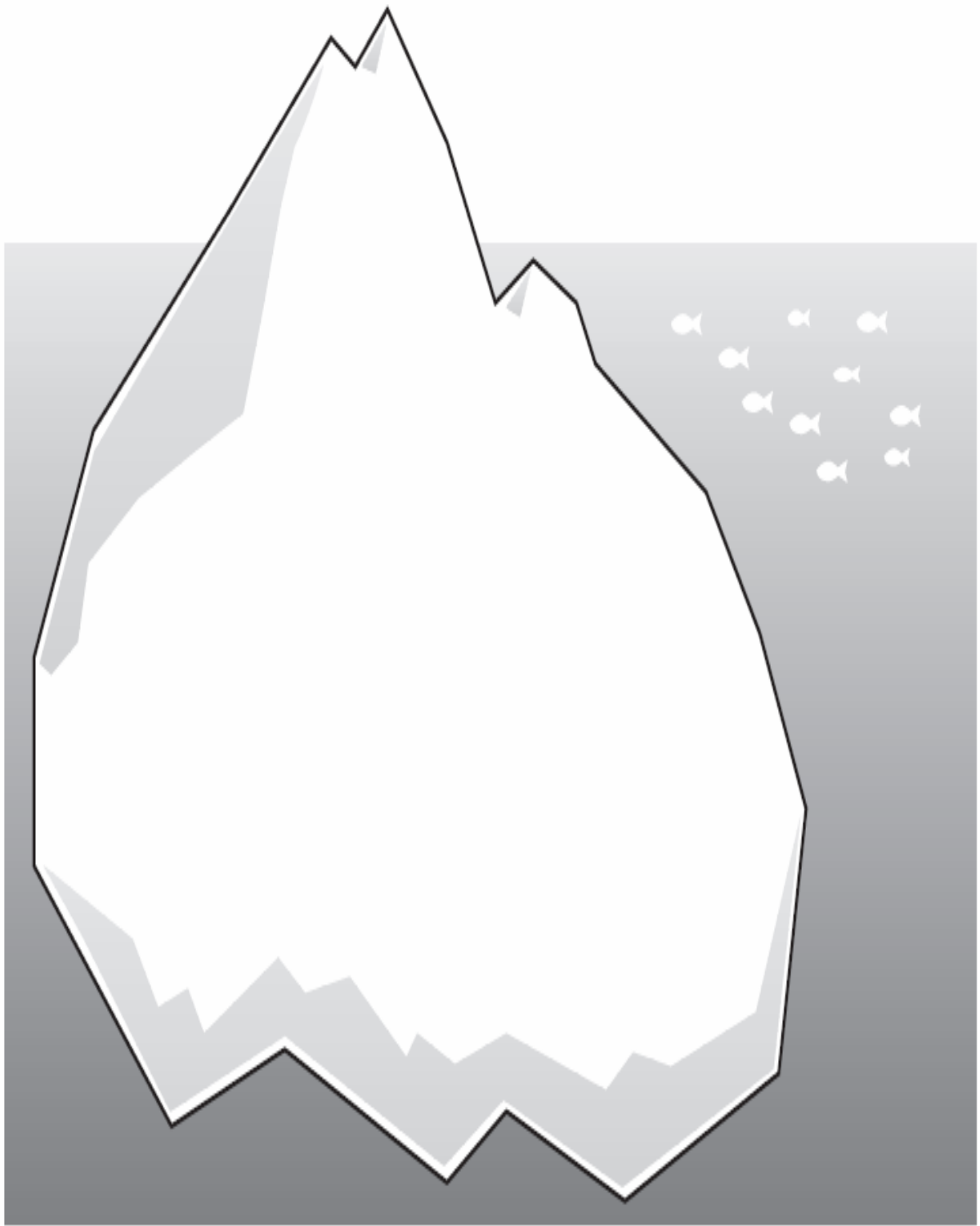
Culture, and any negative reaction towards it, is a learned behavior. Many facets of human life are universal. Hunger, for instance, is a good example. Culture is so ingrained into a society that it actually shapes behavior. While each culture is unique, all cultures share common traits even though those traits may differ. For instance, since culture is a learned behavior it has to be taught from one generation to the next. The primary means of this is language. Humans are social animals and all cultures are based upon the organization of people for survival, into families, clans, tribes, regions, states, and so forth. The specific environment in which people live influences culture immensely by dictating the survival strategy necessary to flourish. Thus leads people to develop distinctive techniques and tools to survive in a variety of climates. Something else to consider about all cultures is that they are constantly evolving. Everything that is taught is not necessarily learned, and some of what is taught can be lost. New technology and ideas can change a culture as well as significant historical events.

All societies have culture and culture can be more or less advanced depending upon the amount of social organization present. As a society becomes larger, the culture becomes more complex and sub-cultures develop. When cultures become large and complex enough a system of government becomes necessary to harness resources. The establishment of a government allows for protection from invasion and conquest from neighboring people. Peace and security lead to the establishment of an economic system when people are able to move beyond a certain level of subsistence. Culture eventually evolves into civilization, if the proper conditions exist, causing people to band together in ever increasing numbers. As you study the different cultures of the world keep in mind the climate and geographic location of the culture as well as the historical experiences. Try to understand the differences in values and beliefs and the influence they have upon your impression of the culture. A thorough understanding of a culture and its history will enhance your insight into the conflicts underway today, prepare you for future conflicts, and enable you to better predict adversarial courses of action.

Cultural Conditioning

While conditioning occurs mostly in early childhood, adults continue to be conditioned as they acquire new behaviors throughout their life. The differences between the two are:

Childhood **-** conditioning, infants and young children learn such basic activities such as eating, walking, talking, dressing, bathing, etc. from observing their parents.
Adult **-** conditioning, people learn new behaviors or new ways to perform already conditioned behaviors, for example, learning to use a Turkish toilet or eat with your hands rather than with

silverware.

There are five steps of cultural conditioning.

1. Observation/Instruction—at this stage, you are beginning to become aware of a particular behavior but have not yet tried to do it yourself. Take the example of eating with your hands, you may have observed how it is done, or someone may have told you how it is done.

2. Imitation—now you actually try to carry out the activity; you sit down at a table and begin eating with your hands. At this stage, it is awkward for you, and you're conscious of what you're doing, trying not to make mistakes. You may have difficulty concentrating on a conversation, for all your attention is on the act of eating.

3. Reinforcement—as you eat, people encourage you when you do it right and correct you when you are wrong; naturally you try to do what they tell you.

4. Internalization—without needing much reinforcement, you know how to eat with your hands. You may still have to pay attention to what you're doing, but not as much as during stages 2 and 3.

5. Spontaneous Manifestation—now you're able to eat "the right way" without paying attention to what you're doing. It comes naturally; you're aware of other things, not just eating

American Culture

The essence of cross-cultural understanding is knowing how your own culture is both similar to and different from the local or "target" culture. For this reason, those who pursue cross-cultural knowledge must sooner or later turn their gaze on themselves. People from other cultures aren't different by nature, only different *in relation to* a particular standard they're being measured against. To see those differences you have to examine that standard. In the case of our military, the standard is the American culture. You might wonder why people from the United States would need to have their culture revealed to them. The fact is people *from* a culture are the least able to see it.

Americans share a frontier culture. The three pillars of this Frontier culture are Life, Liberty and the Pursuit of Happiness. The aspects of American Belief System are Individualism and concepts of freedom and democracy, to maximize opportunity is central to American culture. Americans are egalitarian; they believe that people are equal and tend to favor informality. Americans are optimists at heart, and are more willing to take risks. While the US Constitution established separation of church and state, Americans are the most religious of Western civilizations due to of Providence. Americans believe that any problem can be solved and fate is in their own hands. This is reflected in Yankee Ingenuity and American reliance upon science and technology to

assist in coping with the environment. Closely related to Yankee Ingenuity and the development of new technology is Yankee Thrift, which stresses efficiency and practicality. The preference for efficiency and practicality extends to communication, and Americans can be direct and blunt, even to the point of insult. Honesty goes hand in hand with this directness and saving face is usually not important in communications.

How Non-Americans see Americans-- *Newsweek* magazine showed the list of qualities given below to people in six countries— Brazil, France, Great Britain, Japan, Mexico, and Germany— and asked them to pick those they associated most and least with Americans.
What do you think were the four qualities most associated with Americans?
What do you think were the four qualities least associated with Americans?

QUALITIES

Decisive	Energetic	Honest
Industrious	Sexy	Self-indulgent
Sophisticated	Intelligent	Friendly
Greedy	Nationalistic	Inventive
Lazy	Rude	

If a non-American asks you the following questions how would you respond? (there is no incorrect answer, give at least three examples)

Why are you Americans so concerned about individual recognition?
_____
_____
_____

Why are you Americans so impatient?
_____
_____
_____

Why do you Americans insist on treating everyone the same?
_____

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Why don't you Americans show more respect for your seniors or elders?

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Why do you Americans always have to say what you are thinking?

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Individualist vs. Collectivist

There are two basic types of cultures; individualist and collectivist. While no culture is exclusively individualist or collective—not to mention individuals within each culture, most tend to be *more* one than the other.

Individualist— The individual identifies primarily with self, with the needs of the individual being satisfied before those of the group. Looking after and taking care of oneself, being self-sufficient, guarantees the well being of the group. Independence and self-reliance are greatly stressed and valued. In general, people tend to distance themselves psychologically and emotionally from each other. One may *choose* to join groups, but group membership is not essential to one's identity or success. Individualist characteristics are often associated with men and people in urban settings.

Collectivist-- One's identity is in large part a function of one's membership and role in a group, e.g., the family or work team. The survival and success of the group ensures the well-being of the individual, so by considering the needs and feelings of others, one protects oneself. Harmony and the interdependence of group members are stressed and valued. Group members are relatively close psychologically and emotionally, but distant toward nongroup members. Collectivist characteristics are often associated with women and people in rural settings.

Personal vs. Social Obligations

There could be many explanations for the gap here, but one of them almost certainly is the difference between being a universalist (many Americans) and a particularist (many Venezuelans). Universalists tend to feel that right is right, regardless of circumstances, while particularists tend to feel you always have to take circumstances into account. People struggle with how to balance obligations to family, friends, and colleagues on the one hand society on the other. In cases where these obligations conflict, people of different cultures often come down on different sides of this dichotomy.

The exercise that appears below helps you to define the two sides of this dimension of human experience. No culture is exclusively universalist or particularist, but cultures do tend to be *more* one than the other, and while the attitudes of individuals in a given culture will vary, the focus here is on the culture as a whole. Brief descriptions of the two poles follow.

Universalism vs. Particularism

Universalism—Certain absolutes apply across the board, regardless of circumstances or the particular situation. Wherever possible, you should try to apply the same rules to everyone in like situations. To be fair is to treat everyone alike and not make exceptions for family, friends, or members of your in-group. Where possible, you should lay your personal feelings aside and look at the situation objectively. While life isn't necessarily fair, we can make it more fair by treating people the same way.

Particularism— How you behave in a given situation depends on the circumstances. You treat family, friends, and your in-group the best you can, and you let the rest of the world take care of itself. Their ingroups will protect them. There can't be absolutes because everything depends on whom you're dealing with. No one expects life to be fair. Exceptions will always be made for certain people.

You are riding in a car driven by a close friend when he hits a pedestrian. There are no other witnesses and the pedestrian is bruised but not badly hurt. The speed limit in this part of town is 20 miles per hour, but you happen to notice your friend was driving 35. His lawyer tells you that if you testify under oath that he was only going 20 mph, he will not suffer any serious consequences.
(Adapted from Fons Trompenars, Riding the Waves of Culture)

How would you respond?

<div align="center">***Ethnocentrism***</div>

Pride in one's culture, is called Ethnocentrism and can vary by degree. This is simply the point of view that one's own culture is to be preferred to all others, and results in positive self-esteem. However, there is danger in becoming too ethnocentric. Many Americans view their life as the center of everything and other cultures are compared to it. Becoming too ethnocentric leads down the path of prejudice, stereotyping, and ultimately racism.

Negative Ethnocentrism--To one degree or another, everyone has some type of prejudice. It is a part of being human. The most prevalent form of prejudice is at the cognitive level, because an individual is usually not aware of the behavior. This is mostly due to stereotyping.
A stereotype is a set of repeated exaggerated and inaccurate generalizations about a group of people that is either favorable or unfavorable. Stereotypes are almost impossible to destroy because they are reinforced by one's own group and become a belief held to be true.
While prejudice cannot be eliminated, racism can be. Racism is the outward manifestation of prejudice which results in unequal treatment of a people to acquire a social advantage and promotes an ideology of supremacy.

Ethnocentrism (Denial) - People in this stage don't really believe in cultural differences; they think people who are behaving differently don't know any better. These people tend to impose their own value system on others, knowing that they're "right "and other people are "confused."

Ethnocentrism (Defense) -These people have an indication that their value system may not be absolute—and they're not happy about it. Unlike people in the denial stage, those in the defense stage believe in cultural difference and accepted it, but they are deeply threatened by it and believe that other cultures are decidedly inferior. "

Ethnocentrism (Minimization) - People at this stage are still threatened by difference but they don't think those who are different are inferior or misguided. Rather, they believe differences are real but not especially deep or significant, as different as people are; they are still more similar than dissimilar.

Cultural Relativism

To avoid falling into the trap of negative ethnocentricity one must approach the new culture through cultural relativism, which allows for evaluation of the culture on its own terms. To truly understand a culture, one must view the culture as **different**, not right nor wrong

Take the word "house" it can be translated into a multitude of languages, but what is the image that you visualize in your mind's eye when you hear the word? An American might image a two-story suburban home with a large yard and a white picket fence. What about an Asian or an African? Is their concept of a house the same as ours? An example of where a concept can take a drastically different meaning is rain. In Western cultural tradition rain took the form of God's wrath in the tale of the Great Deluge and Noah. Images of thunder, lightning and torrential downpours have come to symbolize danger and something ominous. Horror movies usually include a scene of a dark and stormy night. An opposite of this can be found in the American southwest in the Anasazi culture. Dwelling in the arid desert, rain takes a whole new meaning to a people that are dependent on melting mountain snow as a primary source of water.

Ethnorelativism

Ethnorelativism (Acceptance) -These people accept differences as being deep and legitimate. They know other people are genuinely different from them and accept the inevitability of other value systems and behavioral norms. They still find some of these behaviors hard to deal with or accept, but they are not threatened by them nor do they judge them as wrong.

Ethnorelativism (Adaptation & Integration) - In these stages, behavior and attitudes change. These people have gone from being neutral about differences to being positive. They not only accept cultural differences, but are willing to adjust their own behavior to conform to different norms. They are able to empathize with people from different cultures. In many ways, they become bicultural or multicultural, effortlessly adjusting their behavior to suit the culture of the people they're with. They do not give up their own values and beliefs, but they do integrate aspects of other cultures into it.

Universal, Cultural and Personal

In the iceberg exercise, you saw how certain aspects of culture are visible while many other aspects of culture are invisible. To understand where behavior comes from and *why* people behave the way they do means learning about values and beliefs. The behavior of people from

another culture may seem strange to you, but it probably makes sense to them, and vice versa. The reason *any* behavior makes sense is because it is consistent with what a person believes in. Conversely, when we say what someone has done "makes no sense," what we mean is the action contradicts what we believe the person feels or wants.

Culture is one dimension of human behavior. It is important to see it in relation to the other two dimensions: the universal and the personal.

Universals are values, norms, or other cultural traits that are found everywhere. Although there are universal human activities, there is no universally accepted way of doing any of them. Humans have no biological imperative that results in one particular form of behavior throughout the world.

Cultural refers to what a particular group of people have in common with each other and how they are different from every other group

Personal describes the ways in which each of us is different from everyone else, including those in our group

These are two important points for you to remember:

1. Because of universal behavior, not everything about people in a new culture is going to be different; some of what you already know about human behavior is going to apply in your host country.

2. Because of personal behavior, not everything you learn about your host culture is going to apply in equal measure, or at all, to every *individual* in that culture.

In the underlined space preceding each item put a "U" if you think the behavior is universal "C" if it is cultural, or "P" if it is personal
1. ___ Sleeping with a bedroom door window open.
2. ___ Running from a dangerous animal.
3. ___ Consider snakes to be evil
4. ___ Men opening doors for women
5. ___ Respecting older people
6. ___ Liking spicy food
7. ___ Prefer playing soccer to reading a book

Values, Norms, & Sanctions

People are still individual organisms capable of emotion and independent thought and living together can become difficult. A system then becomes necessary to make living with one another within the group easier. The system evolves into a shared value and belief system. Belief system is another term for religion. It involves stories and myths that dictate how people should act towards one another and the consequences of rebelling against religion are usually much harsher than just death. Values are the beliefs that differentiate between right and wrong, and define good and evil. While those values and beliefs may differ from culture to culture they all share a common purpose of explaining mankind's place in the universe and reinforce the values needed to keep group cohesion intact. The values in turn make it possible for people to organize and deal with the physical environment.

Individuals see events differently. How one person interprets and event can be completely opposite from another person perception of the same event. A cultural difference is one way to explain this. Any action is seen in two ways:

The meaning given to it by the person who *does* the action, and
The meaning given to it by the person who *observes* the action

Successful communication occurs when both people apply the same meaning to the action.

Attitude towards the Universal

Cultures differ greatly in the view of a person's place in the external world. The degree to which human beings can control or manipulate forces outside of themselves and shape their own destiny. The two sides of this dimension are described below:

External - Some aspects of life are predetermined, built into the nature of things. There are limits beyond which we cannot go and certain givens that cannot be changed. Life is in large part what *happens to* me.

Internal - There are very few givens in life, few circumstances that have to be accepted as they are. There are no limits on what I can do or become. Life is what I *do*.

Time

Another way in which cultures differ is in how people conceive and handle time, and how their

concept of time affects their interactions with each other. The following is a general description of the two poles or extremes of this dimension

Monochromic time is the given and people are the variable. The needs of people are adjusted to suit the demands of time. Time is quantifiable, and a limited amount of it is available. People do one thing at a time and finish it before starting something else, regardless of circumstances.

Polychromic time is the servant and tool of people. Time is adjusted to suit the needs of people. More time is always available. People often have to do several things simultaneously. It's not necessary to finish one thing before starting another, or to finish your business with one person before starting business with another.

Power Distance

The notion of power distance is a manifestation of societies' attitude toward inequality. How cultures deal with people's different levels of status and their access to power. The following briefly describes the two poles of this concept.

High Power Distance--People in these cultures accept that inequalities in power and status are natural. In the same way they accept some people are smarter than others, people accept that some will have more power and influence than others. Those with power tend to emphasize it, to hold it close and not delegate or share it. They are expected to accept the responsibilities that go with power and to look after those beneath them. Subordinates are not expected to take initiative and are closely supervised.

Low Power Distance--People in these cultures see inequalities in power and status as largely artificial. Those with power tend to deemphasize it, to minimize the differences between themselves and subordinates and to delegate or share power when possible. Subordinates are rewarded for taking initiative and do not like close supervision.

Attitude towards status

This concept is related to power distance in some respects and to the individualism/collectivism dichotomy in others. Certain features are outside of those two dimensions and deserve attention in their own right. The two poles here are sometimes referred to as achieved and ascribed, and in other cases, as "doing" cultures and "being" cultures. They are briefly described below.

Achieved Status - In these ***doing*** cultures, people are looked up to and respected because of their personal and professional accomplishments. You get ahead by virtue of your achievements and performance. Your status is earned and not a function of birth, age, or seniority.

Ascribed Status - In these ***being*** cultures, a certain amount of status is built into the person; it is automatic and therefore difficult to lose. You are looked up to because of the family and social class you are born into, because of your affiliations in certain groups, and, later, because of your seniority.

Attitude towards fate

The second of the three dimensions of culture that affects cross cultural communications is how people respond to the inherent uncertainty of life. This uncertainty creates anxiety in all cultures. Some responses to this uncertainty include technology to control the natural world; laws, regulations, and procedures to control human behavior; and religion to address the question of transcendental uncertainty. While all societies feel threatened by uncertainty, some feel more threatened than others do. Depending on their attitudes, different cultures have devised different norms and systems for dealing with it. The two extremes are described below:

High Uncertainty Avoidance - Cultures characterized by high uncertainty avoidance feel anxious about the uncertainty in life and try to limit and control it as much as possible. They have more laws, regulations, policies, and procedures and place a greater emphasis on obeying them. They also have a strong tendency toward conformity, hence predictability. People take comfort in structure, systems, and expertise anything that can neutralize the impact of the unexpected. The unknown is frightening.

Low Uncertainty Avoidance - People in these cultures do not feel so threatened or anxious about uncertainty, and do not have such a strong need to limit or control it. They legislate fewer areas of human interaction and tolerate differences better. They feel boxed in by too much structure or too many systems. They are curious rather than frightened by the unknown and are comfortable leaving things to chance.

As you read the following statements put an "H" in the underline proceeding the statement that you think is High uncertainty avoidance and a "L" where you think it is Low uncertainty avoidance.

1. ___ Punctuality is highly valued

2. ___ People should keep emotions uncontrolled

3. ___ Different is dangerous

4. ___ People change jobs with more frequency

5. ___ People expect formal interaction

6. ___ People more readily accept dissent

7. ___ Take things one day at a time

8. ___ The chain of command should never be bypassed

9. ___ Conflict in organization is natural

10. ___   People believe less in common sense.

.

Culture & Symbolism

Some symbols within certain cultures evoke strong emotional responses. These symbols are also sometimes called "Archetypes". Some Archetypes for Arab culture are the tent and the camel, which serve to remind Arabs of their desert and Bedouin roots. Besides symbols and language, people also communicate non-verbally through gestures. Non-verbal communication makes up a majority communication between people.

Communication

The sending and receiving of messages, is an integral part of culture. Edward Hall, the noted interculturalist, has maintained that culture *is* communication. What he probably means is since culture is such an important ingredient in all behavior, and so much of behavior is spent in one type of communicating or another, then it's hard to tell where one ends and the other takes over. In any event, whether or not they are one and the same, culture and communication go hand in hand.
In the cross-cultural context, communication, like everything else, is more complicated. It's almost impossible to send a message that does not have at least some cultural content, whether it's in the words themselves, the way they are said, or the nonverbal signals that accompany them. And even if it were possible to *send* a message without any cultural content, it's not possible to receive one without passing it through the filter of one's own cultural conditioning. Which means the host country people may not interpret everything you say the way you meant it, and vice versa. Communication problems, are one of the most common frustrations experienced by people learning a new culture.

What Language Does - All human groups have a language that allows us to pass experiences

from one generation to the next. Language allows culture to move beyond their immediate experiences and share the experiences of others within the group. Language provides a link to the past, and future allowing us to share understandings.

Interculturalists have identified numerous differences in communication styles from culture to culture. The most important and most studied distinctions are the indirect/direct, or high context/low context, dichotomy described below:

Indirect/High Context - Context refers to the amount of innate and largely unconscious understanding a person can be expected to bring to a particular communication setting. In high context cultures, such as Thailand, which tend to be collectivist, people carry a highly developed notion of how most interactions will unfold. Because people in high context cultures already know and understand each other, they have evolved a more indirect style of communication. They have less need to be explicit and rely less on words to convey meaning and more on nonverbal communication. The overriding goal of the communication exchange is maintaining harmony and saving face.

Direct/Low Context, like the United States, tends to be more individualist, accordingly have evolved a more direct communication style. Less can be assumed about the other person, and less is known about others in a culture where people prefer independence, self reliance, and a greater emotional distance from each other. They cannot depend merely on manipulating context, or communicating nonverbally to make themselves understood; they must rely more on words, and on those words being interpreted *literally*.

Nonverbal Communication - Communication falls into two classic categories: verbal and nonverbal. Nonverbal communication can be divided into a number of specific subcategories. A majority of communication is nonverbal. Some studies have indicated that as much as 80% of all communication is nonverbal and occurs on the subconscious level; gestures, eye contact, facial expressions, and personal space and touching.

In the underlined space before each of the numbered states write "I" if you think it applies to a culture where communication indirect/high context or "D" if communication is direct/low context

1. ___ Communication is like between twins.
2. ___ People are reluctant to say no.
3. ___ You have to read between the lines
4. ___ Use of intermediaries or third parties is frequent
5. ___ Use of understatement is frequent
6. ___ It's best to tell it like it is.
7. ___ It's okay to disagree with your boss at a meeting.
8. ___ "Yes" means yes.
9. ___ "Yes" Means I hear you
10. ___ Communication is like that between two-casual acquaintances.

Cultural Awareness

As you go through the cycle of adjustment, your awareness of the host country culture increases. This awareness tends to progress through a series of levels, which are described below, with each level corresponding to a phase or phases in the cycle of adjustment.

Unconscious Incompetence

This has also been called the state of blissful ignorance. At this stage, you are unaware of cultural differences. It does not occur to you that you may be making cultural mistakes or that you may be misinterpreting much of the behavior going on around you. You have no reason not to trust your instincts.

Conscious Incompetence

You now realize that differences exist between the way you and the local people behave. You know there's a problem here, but you're not sure about the size of it. You're not so sure of your instincts anymore, and you realize that some things you don't understand. You may start to worry about how hard it's going to be to figure these people out.

Conscious Competence

You know cultural differences exist, you know what some of these differences are, and you try to adjust your own behavior accordingly. It doesn't come naturally you have to make a conscious effort to behave in culturally appropriate ways you are more aware of how your behavior is coming across to the local people. You are in the process of replacing old instincts with new ones. You know now that you will be able to figure these people out if you can remain objective.

Unconscious Competence

You no longer have to think about what you're doing in order to do the right thing. Culturally appropriate behavior is now second nature to you; you can trust your instincts because they have

been reconditioned by the new culture. It takes little effort now for you to be culturally sensitive.

Multiple Choice: There is only one correct response for each item.

1. In a culture with _____ concept of time, time is the given and people are the variable, and a characteristic of this is the use of schedules and deadlines.
   a. Monochronic
   b. Polychronic
   c. High Uncertainty Avoidance
   d. Low Uncertainty Avoidance

2. _____ are the ideas of what is desirable in life and defines good and evil.
   a. Religious beliefs
   b. Norms
   c. Values and Beliefs
   d. Sanctions

3. In a _____ culture people tend to be more curious and less comfortable leaving events to chance.
   a. Low Certainty Avoidance
   b. High Uncertainty Avoidance
   c. Low Uncertainty Avoidance
   d. High Certainty Avoidance

4. _____ is the outward manifestation of prejudice which results in the differential or unequal treatment of a people for the purpose of acquiring a social advantage and promotes an ideology of supremacy which justifies such treatment.
   a. Apartheid
   b. Ethnocentrism
   c. Racism
   d. Segregation

5. Within _____ certain absolutes apply across the board, regardless of circumstances or the particular situations.
   a. Particularism
   b. Individualism

c. Collectivism

d. Universalism

6. The degree to which humans beings can control or manipulate forces outside themselves
    and thereby shape their own destiny is a culture's attitude towards _____.

    a. The Concept of Freedom and Democracy

    b. Freewill and Independence

    c. The Universe and Locus of Control

    d. Ying and Yang

7. Culture is _____

    a. Music, literature, and art.

    b. Inherited

    c. Rigid and never changing

    d. A belief system

8. Status is _____ in culture where personal accomplishments and achievements are
    emphasized.

    a. Deemphasized

    b. Achieved

    c. Ascribed

    d. Permanent

9. Within a culture with a _____concept of time, time is considered a tool of almost
    unlimited abundance therefore schedules and deadlines are flexible, and people often
    multitask.

    a. Monochronic

    b. Polychronic

    c. High Uncertainty Avoidance

    d. Low Uncertainty Avoidance

10. In a culture with _____the unknown tends to be feared and this society is
    likely to have a greater amount of laws and regulations.

    a. Low Uncertainty Avoidance

    b. High Certainty Avoidance

c. High Uncertainty Avoidance

d. Low Certainty Avoidance

11. Within _____ conflicts concerning social obligations are resolved depending on the situation and circumstances.

   a. Universalism

   b. Individualism

   c. Collectivism

   d. Particularism

12. People in _____ cultures accept that inequalities in power and status are natural or existential.

   a. Low Power Distance

   b. Egalitarian

   c. Individualist

   d. High Power Distance

13. A person acquires culture _____.

   a. Through Learning

   b. Naturally

   c. By visiting a foreign country

   d. Speaking a foreign language

14. _____ are stressed in a culture where status is ascribed rather than achieved

   a. Education and Individual achievement

   b. Titles and family

   c. Wealth and humble beginnings

   d. Manual labor and earnings

15. _____ characteristic are often associated with people in urban settings.

   a. Individualist   c. Universalist

   b. Collectivist   d. Particularist

16. Within a culture with an Indirect/High Context style of communication,

_____ is paramount.

   a. Saving face
   b. Efficient communication
   c. Directness
   d. Vocabulary

Middle East History
Workbook
Professional Military Education
Level I

Terminal Learning Objective
- <u>Action</u>: Identify key historical events in the Middle East and their significance.
- <u>Conditions</u>: Given instruction.
- <u>Standards</u>: Correctly answer 20 out of 30 questions in the Middle East History and Geography Workbook.

Geography Pre-Assessment and Review Section

1. Identify Iran on the map provided.
a) 19
b) 9
c) 17
d) 7

2. Identify Syria on the map provided.
a) 4
b) 7
c) 8
d) 5

3. Identify Afghanistan on the map provided.
a) 19
b) 17
c) 16
d) 9

4. Identify Jordan on the map provided.
a) 6
b) 7
c) 8
d) 5

5. Identify Saudi Arabia on the map provided.

a) 12
b) 11
c) 18
d)   9

6. Identify Lebanon on the map provided.

a) 8
b) 6
c) 10
d) 4

<u>Why Care about History?</u>

Importance of History in the Middle East?

Middle East Perspective?

Notes:_____

_____

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Birth of Civilization

Fertile Crescent

Middle East Pre-Islamic Period

What are the local institutions? _____

The Effects of Genesis

Note:_____

_____

_____

Christianity, Judaism, Islam

Christianity centers around the figure of who?: _____

Islam looks to the Prophet _____ as the last prophet given to them by God.

Judaism, Islam, and Christianity all look to _____ as their patriarch.

Hellenic Civilization

Notes: _____

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The Papacy/Islam

What is the Caliphate? _____

_____

What were the Crusades? _____

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Salah-ad Din and the Crusades

Notes: _____

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Legacy from the Crusades

How are the Crusades used by people like Bin Laden? _____

_____

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Rise of the West

Notes: _____

_____

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Trend: Global Shift in Power

Notes: _____

_____

History of Muslim Empire: 670-1300s C.E.

The Mongol invasion led to the destruction of what key city in 1258? _____

Notes: _____

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Cultural Sources/Institutions in Middle Eastern Context

What are the sources of information in the Middle East? _____

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How do you think this could impact your operations? _____

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What are some potential sources of conflict in the Middle East? _____

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If you were deployed to the Middle East and you needed to smooth out an issue the locals

had with your unit, who could you approach to do this? _____

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<u>Reformist Movement in Islam</u>

Notes: _____

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<u>The Re-emergence of the Israeli nation and the beginnings of the modern Arab-Israeli conflict</u>

<u>Zionism</u>

Notes:_____

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<u>Early 20th Century</u>

The Balfour Declaration stated the British government's favor towards the creation of what

country? _____

The Sykes-Picot Agreement divided up what region of the world into spheres of interest?

_____

<u>Post-Ottoman Empire</u>

Looking at the map, about how old are the Middle Eastern states? _____

_____

<u>Israel-Arab relations</u>

Notes: _____

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<u>Arab-Israeli Conflict: Review of historical origins</u>

What are some reasons behind the current Arab-Israeli conflict? _____

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<u>Cold War Terrorism</u>

Israel's primary concern is with what? _____

Palestinians' primary goal is what? _____

<u>Sources of hostility towards the West using Middle Eastern history</u>

How do you think a lot of foreign invasions could influence a population? _____

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How do you think the support for Israel could be seen by Arabs in the Middle East?

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How do you think present-day intrusions in Middle Eastern affairs could be seen by

populations in the region? _____

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<u>September 11th</u>

<u>Global War on Terrorism</u>

Why do you think we need to wage a war over "hearts and minds" in the Middle East?

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What do we mean by a war over "hearts and minds"? _____

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<u>Middle East Governments</u>

Notes: _____

_____

_____

<u>Middle East Governments (continued)</u>

Notes: _____

_____

<u>Key Themes in Middle East History</u>

What are the major themes in this class? _____

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How do you think they could impact your mission in the region? _____

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Middle East History
Workbook
Professional Military Education
Level II

<u>**Terminal Learning Objective**</u>
- Action: Define key historical events and geographical issues in the Middle East and their significance.
- Conditions: Given instruction.
- Standards: Define key historical events and geographical issues in the Middle East and their significance.

<u>**Enabling Learning Objective 1**</u>
- Action: Define major geographical and/or demographic influences on national security strategy in the Middle East
- Conditions: Given Student handouts
- Standards: Correctly answer 15 out of 20 questions on major geographical and/or demographic influences on national security strategy in the Middle East
-

Geography Pre-Assessment and Review Section
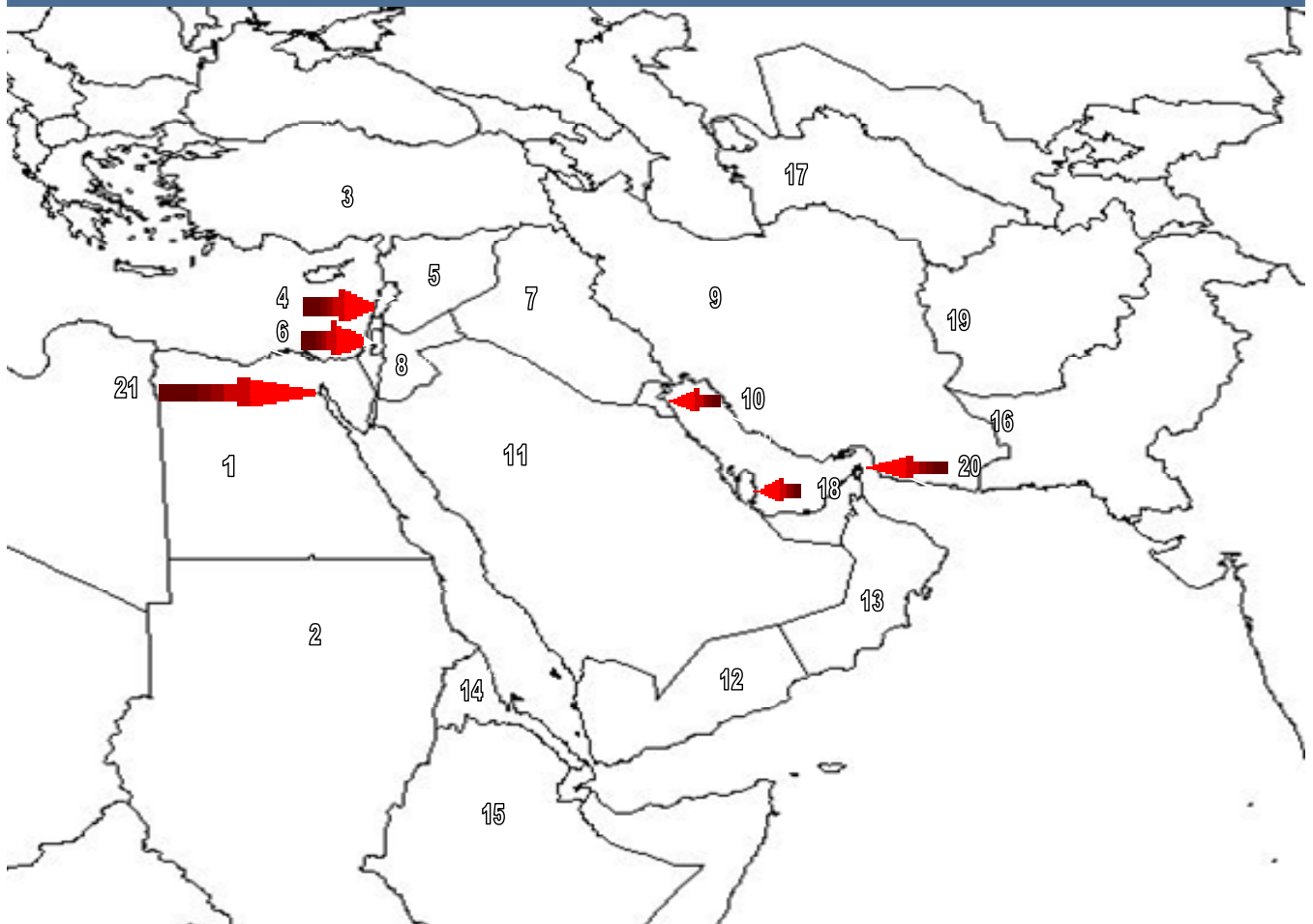
Geography Pre-Assessment

1. Identify Iran on the map provided.
a) 19
b) 9
c) 17
d) 7

2. Identify Syria on the map provided.
a) 4
b) 7
c) 8
d) 5

3. Identify Afghanistan on the map provided.
a) 19
b) 17
c) 16
d) 9

4. Identify Jordan on the map provided.
a) 6
b) 7
c) 8
d) 5

5. Identify Saudi Arabia on the map provided.
a)   12
b)   11
c)   18
d)   9

6. Identify Lebanon on the map provided.
a)   8
b)   6
c)   10
d)   4

Islamic Conference

Notes: _____

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_____

Arab League

Notes: _____

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<u>Annual Precipitation</u>

Notes:

_____

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<u>Water Availability</u>

Notes:

_____

<u>Strategic Locations</u>

What countries border the strategic chokepoints?

7. Suez Canal: _____

8. Bab Al Mandeb: _____

9. Strait of Hormuz: _____

10. Who nationalized the Suez Canal? _____

11. Which countries retook the Suez Canal with this nationalization?

_____

12. What attack occurred in 2000 in the Bab Al Mandeb? _____

<u>Strategic Locations (continued)</u>

13.Who has territorial disputes in the Strait of Hormuz?_____

_____

14. Which country has threatened to close the Strait of Hormuz to international shipping?

_____

<u>Linguistic Distribution</u>

15. According to the map, what countries have populations that speak Kurdish?

_____

16. According to the map, what countries have populations that speak Persian?

_____

<u>Population under 15 Years</u>

17. How many Middle Eastern Countries have populations 40% or greater under 15 years old?

_____

<u>Population under 15 Years (continued)</u>

18/19. Critical Thinking Question:

How could a large youth population affect the countries of the region? Think about how this

could affect the governments. Also, if time allows: Why is this growing youth population an

important issue to the United States and its foreign policy within the region?

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<u>Student Check</u>

20. Define some major geographical and demographic influences on national security strategy in the

Middle East. Also, describe how these influences could affect the region and our national security

strategy within the region. (Discussion within class)

Notes:

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Enabling Learning Objective 2

- Action: Define the key historical events in the Middle East and their significance.
- Conditions: Given instruction.
- Standards: Correctly answer 7 out of 10 questions in this workbook on historical events in the Middle East and their significance.

Introductory Student Check:
1. Describe in your own words why history is important to understanding the Middle East. Note: You will need to refer to your Read-Ahead.

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<u>Introductory Student Check: (continued)</u>

2. Describe how the Crusades were an important aspect of West/Middle Eastern history.
Note: You will need to refer to your Read-Ahead.

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<u>Review of Middle East History: Early History</u>

Notes: _____

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<u>Review of Middle East History: Decline/Fall of the "Caliphate"</u>

Notes: _____

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Student Check:
3. Define three important sources of education in the Middle East
Note: You will need to refer to your Read-Ahead.

_____

_____

Student Check: (continued)
4. Define at least two sources of potential conflict in the Middle East
Note: You will need to refer to your Read-Ahead.

_____

_____

5. Define at least two sources of conflict mediation in the Middle East
Note: You will need to refer to your Read-Ahead.

_____

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The Reformist Movement in Islam
Notes:

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The Ottoman Empire

Notes:

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Napolean invades Egypt

Notes:

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Saudi Arabia: Wahhabism and the Saud Family

Notes: _____

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"…To the Shores of Tripoli."

Notes: _____

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Review of the Early 20th Century

Notes: _____

_____

Fall of the Ottoman Empire

Notes:

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Student Check
6. Describe the sources of the Arab-Israeli conflict.
Note: You will need to refer to your Read-Ahead.

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7. Define two important movements that emerged in the modern Middle East which influenced the politics of the region.
Note: You will need to refer to your Read-Ahead.

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1979: Year of Revolution
Notes:

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Iran: America's Ally in the Middle East
Notes:

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Islamic Revolution
Notes:

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Soviet Invasion of Afghanistan and Consequences

Notes:

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<u>Iran-Iraq War</u>

Notes:

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<u>Lebanon</u>

Notes:

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_____ <u>Sources of Hostility towards the West using</u>

<u>Middle East History: Class Discussion</u>

Notes:

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<u>Key Themes in Middle East History</u>

Notes:

_____

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Cumulative Questions on Middle East History

8. State three major wars or violent actions that occurred in the Middle East or surrounding regions which affected either the region, U.S foreign policy in the region or US military forces in the region.

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9/10. Describe two major historical events that you've learned about and how it could impact the region,

our foreign policy with the region, or any future mission you could have in the region.

Response for question 9:_____

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_____Response for question 10: _____

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PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 1: ISO3C18L version 001

PRACTICAL EXERCISE SHEET #1

Title	Middle East History III
Lesson Number / Title	ISO3C18L version 001 / Middle East History III
Introduction	
Motivator	
Terminal Learning Objective	**NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

Action:	Explain major geographical, demographic, and historical issues in the Middle East
Conditions:	Given Student handouts
Standards:	Give a briefing that answers the specific questions guiding the parameters of your briefing on geographical, demographic, or historical issues in the Middle East.

Safety Requirements	There are no safety issues.
Risk Assessment	Low - Low IV/E
Environmental Considerations	There are no environmental issues.
Evaluation	
Instructional Lead-In	
Resource Requirements	**Instructor Materials:** Lesson plan, slides, handouts **Student Materials:** Pen, notebook, read-ahead material
Special Instructions	**The Practical Exercise will be peer-assessed with Instructor supervision. This Rubric should be given out to all Soldiers involved in the Practical Exercise, prior to their actual briefing and then collected by the Instructor upon completion for Test Control purposes. To reiterate, this Rubric needs to be treated as a Test Control item; no Soldiers should be allowed to keep this Rubric upon completion of the P.E.** **Its primary purpose is to guide a Soldier's peers in assessing the specific**

Soldier's briefing, understanding of the topic, and assessment of his/her specific area of study.

Procedures
Instructions for Practical Exercise For Level III

Break up Soldiers into Five Groups equal number of Soldiers per Group:

Topic 1 The Modern Middle East
Topic 2 Historical Sources of Power, etc.
Topic 3 Extremism In Middle Eastern History
Topic 4 Islamic History
Topic 5 The Sources Of Hostility Within the Middle East

Hand-out Training Support Package to each Soldier and any read-ahead packets not given prior. Support Packages are in the handout section. Do NOT let students leave with the material! The support packages (reference material) should be kept to be used for each class.

10 min. Each individual within each group reads their material, taking notes and preparing their briefing.
10 min. After preparing their individual notes, the Soldiers will now discuss their ideas with the rest of their group as to issues they find important. This is designed to be a brainstorming session.

After discussing their topic amongst their group, all groups will be broken down into new groups as seen below.
Each new group with one soldier from each topic.
Each Soldier now gives a 10 minute briefing to those in his/her group based on the parameters of the briefing.

• The Soldiers will be graded by their peers based on a rubric given to each Soldier.
• Total class time: approximately 60 minutes.

Feedback
Requirements

Appendix D - Student Handouts (N/A)

Slide 1

Extremism in Middle Eastern History

Subject Matter Expert Package

Slide 2

Topic: Parameters of your Briefing

Extremism in Middle Eastern History

Using the Read-Ahead packets and additional reference material, prepare a short briefing on your area of study. Use the below questions to help guide your briefing. Brief, bulleted comments are encouraged.

Questions that your briefing should answer:

Who are the important individuals that have influenced the rise of Extreme Islam in the Middle East (and world)?

What important historical events have influenced the rise of Extremist Islam in the Middle East (and world)?

What ideas are embodied in Extremist Islam?

After 5-10 minutes of preparing your notes, you will then be assigned to a group. Your task is to serve as the "subject matter expert" on this specific subject. Your task will involve studying your topic, taking some notes to brief on the topic, and then briefing your peers within this group on major issues in your topic of study.

The class is broken down into 3 phases:

Phase 1: Introduction and Explanation of Practical Exercise

Phase 2: Individual Research and Study of Materials

Phase 3: All Soldiers who are assigned your topic, (there should be several), will then meet in a group to discuss their ideas/opinions on the area of study.

Phase 4: Now one member from each of the Topic Groups assigned will move to a group encompassing other topics. Within this group, each Soldier presents his/her topic. Each Soldier will be assessed by his/her classmates with instructor supervision.

Slide 3

Review of Middle Eastern History: Decline and Fall of the "Caliphate"

The Mongol invasion in the 13th Century is pivotal because it symbolizes a catastrophic defeat for the Islamic cause in history. By falling to the Mongols, having the Caliphate killed, and the capital of Baghdad conquered by the Mongols, the Muslims viewed Islam as an institution in jeapardy.

The Mongol invasion gave legitimacy to ibn Tamiyyah's Islamic platform which called for a return to the ways of the Prophet and strict observance of the hadiths as a pathway towards revitalizing the Muslim community. While this reformist movement in Islam was not extremist, it established the ideological platform by which extremists make the leap into violent jihad for political purposes. The Rise of Ottoman Turkey is attributed to Osman who unites Asia Minor under his rule. His lineage will expand the Turkish rule to encompass a majority of the Middle East, Northern Africa, and parts of Central Asia/Europe. While it took many decades for the Ottoman Empire to begin its decline, towards the 15th century onward, the Ottoman Empire slowly receded in power, losing the power to control its provinces to local authorities. Despite the constant encroachments by the West (both economically and miltarily), gradual reduction in tax revenues, and decentralised rule, the Ottomans will continue to maintain a husk of an empire, propped up by the British until WWI. With the Ottomans siding with Germany/Austria-Hungary, the British will move in to take control of the Empire. After some setbacks the British topple the Ottoman Emporer and with the emergence of Mustafa Kemal, (Ataturk), the state of Turkey will emerge from the corpse of the Ottoman Empire, abolishing the Caliphate and establishing a secular government in place of the religious/political institutions once occupied by the Ottoman Turks.

Slide 4

Reformist Movement in Islam

As a result of several centuries of decline, the Mongol invasion, and the encroachment of the West in Muslim lands, Islam will experience a wake-up call.

The initial wakeup call came with the invasion by the Mongols in the 13th century and the subsequent sacking of the capital of the Caliphate, Baghdad.

Ibn Tamiyyah represents the first of a long line of reformists who will see the solution to the Caliphate's decline as a rededication of the umma (Muslim community) to a strict interpretation of the Koran. Ibn Tamiyyah, a follower of the Hanbali legal system (strictest interpretation of the Koran), saw the solution to Islam's problems as linked to a rededication of the umma to strict Koranic practices and a strict observance to the ideal Muslim model as layed out in the hadiths. His teachings will serve as the foundation for future reformist leaders: Wahhab, Qutb, and the jihadist movement now being promulgated throughout the world today.

Muhammad ibd Abd al-Wahhab was the religious leader who will ally himself with the political leader al-Saud. His doctrine which espouses the strictest form of monotheism will serve as the ideological foundation for Wahhabism, which today is the principal belief system in Saudi Arabia today.

Hasan al-Banna is important for being the father of the Muslim Brotherhood which was the proponent for the Pan-Islamic Movement which emerged in the Middle East in the 20th century. The essential tenet of the Muslim Brotherhood is the education and support of Muslim

communities under the goal of one day establishing a unified Muslim community, i.e. a caliphate. His movement will clash with a parallel movement around the same time, the Pan-Arab Movement which will emerge as a secularist approach to unifying the Middle East under a single political entity. While the Pan-Arab Movement has receded in the Middle East, the Pan-Islamic Movement is alive and finds its strongest proponents in the form of al-Qaeda and other Salafist groups who seek a re-establishment of the Caliphate under shari'a.

The Shi'a Pan-Islamic Movement was epitomized in the establishment of an Islamic Republic in Iran and its subsequent exportation via the terrorist organization, Hezbollah.

The Sunni Pan-Islamic Movement was epitomized in the establishment of the Taliban, in Afghanistan, who espoused a strict Hanbali legal approach and one could say Saudi Arabia, which follows shari'a as well. Pan-Islamism could arguably trace its origins to Ibn Tamiyyah but in its modern form, came out of Egypt with Hasan al-Banna's Muslim Brotherhood organization. Pan-Islamism's key notion is the establishment of an Islamic regime governed by shari'a.

Pan-Arabism is the secular notion of establishing a Middle Eastern regime governed by Arabs. Its major focus is on secular Arab rule, and thus places Islam outside the political establishment. Gamal Abdel Nasser was the first ruler to bring this movement onto the scene with his struggle to make Egypt the representative of the Arab world. Later leaders will make similar attempts at grabbing the cloak of Pan-Arabism, e.g. Saddam Hussein. The two movements clash invariably on the role of religion in government since Pan-Arabism looks more to Machiavelli-styled governance as the pathway to Middle Eastern leadership. Pan-Islamism revolves around the submission of the ruler to God's law.

Non-state groups like HAMAS, Hezbollah, and Al-Qaeda relate to the ideology of Pan-Islamism, whereas state leaders have typically favored the Pan-Arab concepts. Understandably this is tied to the fact that Pan-Islamism has built-in limitations on a ruler's power, making him/her beholden to the opinions of Islamic clerics and their behavior as seen through Islam.

Slide 5

Salafi/Wahhabi Ideology (Slide 1 of 4)

It is difficult, indeed, impossible to successfully defeat a violent ideological movement, such as radical Islam, without understanding the ideology motivating it. And there has been no lack of scholarly attention to the subject from both the liberal Western and the Muslim perspective recently. Nonetheless, it is worth encapsulating the main doctrinal tenets of Islamic extremism here because they are regularly and consciously obfuscated by the extremists themselves and continue to be misunderstood.

Islamic extremism as an ideology is hardly new with the first movement that resembles today's phenomenon, known as the Kharijites, appearing shortly after the birth of Islam in the 7th century.

Later it was expounded on by various Islamic scholars, such as Ibn Taymiiya in the 13th century, but it did not become institutionalized until the mid-18th century when the theories promulgated by the radical cleric Muhammad ibn Abd al-Wahhab were accepted and imposed as the state religion of his realm by the founder of the House of Saud. Wahhabism, as this creed got to be known, like most other extremist movements before it, believed that traditional Islamic virtues and beliefs have been corrupted and preached a return to the ostensibly pure Islam of the time of the Prophet and his companions. In reality, Wahhab's extreme doctrines contradicted and stood on their head major tenets of traditional Islam and in a real sense represent an outright falsification of the Muslim faith.

To name just one egregious (bad) example, a key postulate of Wahhab's teaching asserts that Muslims who do not believe in his doctrines are ipso facto non-believers and apostates against whom violence and Jihad were not only permissible, but obligatory. This postulate alone transgresses against two fundamental tenets of the Quran – that invoking Jihad against fellow-Muslims is prohibited and that a Muslim's profession of faith should be taken at face value until God judges his/hers sincerity at judgment day. This extreme reactionary creed was then used as the religious justification for military conquest and violence against Muslim neighbors of the House of Saud.

Already in 1746, just two years after Wahhabism became Saud's religion, the new Saudi-Wahhabi state proclaimed Jihad against all neighboring Muslim tribes that refused to subscribe to it. Indeed, well into the 1920s the history of the House of Saud is replete with violent campaigns to force other Muslims to submit politically and theologically, violating yet another fundamental Quranic principle that prohibits the use of compulsion in religion.

Slide 6

Salafi/Wahhabi Ideology (Slide 2 of 4)

Today, the Wahhabi ideology continues to be characterized by a set of doctrinal beliefs and behavior prescriptions that are often inimical to the values and interests of the vast majority of Muslims in the world to say nothing about those of non-Muslims. Non-Wahhabi Sunni Muslims (syncretic Muslims, Sufis, Barelvis, Bahai, Ahmadis, etc) are still considered illegitimate, at best, while the Shia religion is particularly despised as a "Jewish conspiracy" against Islam. The Wahhabis continue to believe and preach violence and Jihad as a pillar of Islamic virtue, rigid conformism of religious practice, institutionalized oppression of women, wholesale rejection of modernity, secularism and democracy as antithetical to Islam and militant proselytism.

This jihadist ideology par excellence, is by and large, also the worldview of radical Islam and it is not at all an exaggeration to argue that Wahhabism has become the prototype ideology of all extremist and terrorist groups, even those that despise the House of Saud.

The progressive, centuries-long, gradual decline of Islam as a dominant force and civilization

reached its nadir in 1924, when Mustafa Kemal (Ataturk) simultaneously did away with the Caliphate and the Ottoman Empire by overnight transforming the latter into a secular Turkish republic. The unceremonious discarding of the symbol of the Muslim community (ummah), coupled with the establishment of European colonial rule over much of the Muslim world gave rise to revivalist movements and ideologies seeking to come to terms with Islam's predicament and efforts to restore it to previous glories.

Beginning with the Muslim Brotherhood of Hassan el-Banna in 1928, followed by the movements founded by Islamist ideologues like Abul ala Maududi, Sayyid Qutb and the extremist Deobandi creed in South Asia, radical Islam established a strong presence in the Muslim world in the second half of the 20th century. Then in the 1970s and 1980s Islamic terrorist groups (Al Jihad and Gamaa Islamiya in Egypt, Front for National Salvation (FIS) in Algeria etc.) began appearing in the Middle East and South Asia, especially after the beginning of the Soviet war in Afghanistan. While none of these groups and movements were 100% Wahhabi originally, their ideological differences were insignificant.

As these movements were violently suppressed in places like Egypt and Algeria, the Saudis were quickly able to co-opt them by providing sanctuary and financial assistance to their members in both Saudi Arabia and outside of it. Thus, the economic and logistical dependence of many of these extremists on the Saudis, coupled with the ongoing radicalization of Wahhabism itself, created a highly synergistic relationship between the practitioners of terror and their Wahhabi supporters and paymasters despite the fact that many practicing jihadists like Osama bin Laden resented the Saudi regime.

While this ideological affinity between the Wahhabis and modern day radical Islam is undoubtedly of key import, it was vast amounts of money more than anything else that made Wahhabism the chief enabler and dominant influence of the Islamist phenomenon.

Slide 7
Salafi/Wahhabi Ideology (continued Slide 3 of 4)
Financing Radical Islam. The financing of Islamic extremism plays such a huge role in its emergence as a global phenomenon that a proper understanding of it is impossible without coming to terms with its dimensions. Simply put, without the exorbitant sums of money spent on supporting extremist networks and activities, the terrorist threat we are facing today would be nowhere as acute as it is. A large portion of this money originated from the Saudi peninsula. While the Wahhabis have always been sympathetic to Sunni Muslim extremists and evidence exists that they have supported such people financially as early as a century ago, the real Saudi offensive to spread Wahhabism aggressively and support kindred extremist groups world-wide began in the mid-1970s, when the kingdom reaped an incredible financial windfall with rocketing oil prices after Riyadh's imposition of an oil embargo in 1973. "It was only when oil revenues

began to generate real wealth," says a government publication, that "the kingdom could fulfill its ambitions of spreading the word of Islam to every corner of the world."

There are no published Western estimates of the numbers involved, which, in itself, is evidence of our failure to address this key issue, but even the occasional tidbits provided by official Saudi sources, indicate a campaign of unprecedented magnitude. Between 1975 and 1987, the Saudis admit to having spent $48 billion or $4 billion per year on "overseas development aid," a figure which by the end of 2002 grew to over $70 billion (281 billion Saudi Rials). These sums are reported to be Saudi state aid and almost certainly do not include private donations which are also distributed by state-controlled charities. Such staggering amounts contrast starkly with the $5 million in terrorist accounts the Saudis claim to have frozen since 9/11. In another comparison, it is instructive to put these figures side by side with the $1 billion per year said to have been spent by the Soviet Union on external propaganda at the peak of Moscow's power in the 1970s.

Slide 8

Salafi/Wahhabi Ideology (continued Slide 4 of 4)

Though it is claimed that this is "development aid" it is clear from the Saudi media and government statements alike that the vast majority of these funds support "Islamic activities", rather than real developmental projects. For example, a report on the yearly activities of the Al Haramain Foundation described as "keen on spreading the proper Islamic culture" are listed as follows: "it printed 13 million (Islamic) books, launched six internet sites, employed more than 3000 callers (proselytizers), founded 1100 mosques, schools and cultural Islamic centers and posted more than 350,000 letters of call invitations to convert to Islam)" while the International Islamic Relief Organization (IIRO), another key "charity," completed 3800 mosques, spent $45 million for Islamic education and employed 6000 proselytizers. Both of these organizations have been implicated in terrorist activities by U.S. authorities and both operate directly out of Saudi embassies in all countries in which they do not have their own offices.

The Saudi money is spent according to a carefully designed plan to enhance Wahhabi influence and control at the expense of mainstream Muslims. In Muslim countries, much of the aid goes to fund religious madrassas that teach little more than hatred of the infidels, while producing barely literate Jihadi cadres. There are now tens of thousands of these madrassas run by the Wahhabis' Deobandi allies in South Asia and also throughout Southeastern Asia. In Pakistan alone, foreign funding of these madrassas, most of which comes from Saudi Arabia, is estimated at no less than $350 million per year. The Saudis also directly support terrorist activities in places like Pakistan, Afghanistan, the Philippines, Indonesia, Chechnya, and Bosnia and, as noticed above, most of the large Saudi foundations have been implicated in such involvement. It needs to be emphasized here that contrary to Saudi claims that charities such as Al Haramain, the World

Muslim League (WML), the World Assembly of Muslim Youth (WAMY) and the International Islamic Relief Organization (IIRO) are independent and non-governmental, there is conclusive evidence from Saudi sources that they are tightly controlled by the government and more often than not run by government officials. It is also the case that as early as 1993, the kingdom passed a law stipulating that all donations to Muslim charities must be collected in a fund controlled by a Saudi Prince

Early on in the Wahhabi ideological campaign, the penetration of the Muslim communities in non-Muslim Western societies was made a key priority. The objective pursued there was slightly different and aimed to assure Wahhabi dominance in the local Muslim establishments by taking over or building new Wahhabi mosques, Islamic centers and educational institutions, including endowing Islamic chairs at various universities. Taking over a mosque, of course, means more than just the ability to impose the Wahhabi version of Islam. The imam and the leadership of the mosque are also responsible for the collection of zakat (the 2 ½ % yearly tithe Muslims must donate), which gives them the ability to contribute these funds to extremist organizations. Most Pakistani mosques in the United Kingdom, for instance, have reportedly been taken over by the Wahhabi/Deobandi group even though their members belong primarily to the moderate Barelvi creed. As a result, millions of their donations are said to be supporting terrorist groups in Pakistan.

While nobody knows for sure how much the Saudis have spent on getting a foothold in non-Muslim regions and especially in Western Europe and North America, the sums are clearly huge. According to official information, the Saudis have built over 1500 mosques, 210 Islamic centers, 202 Islamic colleges and 2000 schools for educating Muslims in non-Muslim countries. Most of these institutions continue to be on the Saudi payroll for substantial yearly donations assuring that Wahhabi control is not likely to weaken any time soon.

What have the Saudis been able to buy with this unprecedented Islamic largesse? Quite a bit it would seem. For starters, the Wahhabi creed which is practiced by no more than 20 million people around the world, or less than 2% of the Muslim population, has become a dominant factor in the international Islamic establishment through an elaborate network of front organizations and charities, as well as in a great number of national   establishments, including the United States. In just one example, the venerable Al Azhar mosque and university in Cairo, which not too long ago was a paragon of Islamic moderation has been taken over by the Wahhabis and spews extremist propaganda on a regular basis. Two of their recent fatwas make it a religious duty for Muslims to acquire nuclear weapons to fight the infidels and justify suicide attacks against American troops in Iraq.18The Wahhabi project has contributed immeasurably to the Islamic radicalization and destabilization in a number of countries and continues to do so. Pakistan, for instance, an important U.S. ally, is facing the gradual talibanization of two of its key provinces under Wahhabi/Deobandi auspices and the prospect of large-scale sectarian strife and

turmoil. Riyadh-financed extremist networks exist presently around the world providing terrorist groups and individuals with a protective environment and support and even the recent terrorist incidents in Saudi Arabia itself do not seem likely to bring about meaningful change.

Already Saudi officials have stated that they do not intend to either change their anti-Western curriculum or stop their "charitable" activities. Yet the evidence of conscious Saudi subversion of our societies and values as partly detailed above is so overwhelming that to tolerate it further would be unconscionable. Failure to confront it now will assure that we will not win the war on terror anytime soon.

Slide 9

The Concept of Jihad

Jihad is a central duty of every Muslim. Modern Muslim theologians have spoken of many things as jihads: defending the faith from critics, supporting its growth and defense financially, even migrating to non-Muslim lands for the purpose of spreading Islam. But in Islamic history and doctrine violent jihad is founded on numerous verses of the Qur'an — most notably, one known in Islamic theology as the "Verse of the Sword": "Then, when the sacred months have passed, slay the idolaters wherever ye find them, and take them (captive), and besiege them, and prepare for them each ambush. But if they repent and establish worship and pay the poor-due, then leave their way free. Lo! Allah is forgiving, merciful" (Sura 9:5). Establishing "regular worship" and paying the "poor-due" (zakat) means essentially that they will become Muslim, as these are two of the central responsibilities of every Muslim.

Sahih Bukhari, which Muslims regard as the most trustworthy of all the many collections of traditions of Muhammad, records this statement of the Prophet: "Allah assigns for a person who participates in (holy battles) in Allah's Cause and nothing causes him to do so except belief in Allah and in His Messengers, that he will be recompensed by Allah either with a reward, or booty (if he survives) or will be admitted to Paradise (if he is killed in the battle as a martyr)."

Ibn Khaldun (1332-1406), a pioneering historian and philosopher, was also a legal theorist. In his renowned Muqaddimah, the first work of historical theory, he notes that "in the Muslim community, the holy war is a religious duty, because of the universalism of the Muslim mission and (the obligation to) convert everybody to Islam either by persuasion or by force." In Islam, the person in charge of religious affairs is concerned with "power politics," because Islam is "under obligation to gain power over other nations."

Violent jihad is a constant of Islamic history. The passages quoted above and many others like them form a major element of the motivation of radical Muslims worldwide today. No major Muslim group has ever repudiated the doctrines of armed jihad. The theology of jihad, with all its assumptions about unbelievers, lack of human rights and dignity, is available today as a justification for anyone with the will and the means to bring it to life.

Slide 10

Innovation and Islam

Because Islam involves a personal relationship between God and Man there are invariably different interpretations on what is the best relationship with the mindset that certain pillars are necessary for one to be a "true" Muslim. Outside this, the Salafist interpretation of Islam is much more stricter and it seeks to return to the original time period of the Prophet.

As quoted from the work: The Arab Mind by Raphael Patai, "Revealed religion is undoubtedly a strong factor in developing Arab traditionalism: if a society believes that its religion was revealed by God at a certain time in the past to its greatest religious leader, it cannot help developing a mentality which considers adherance to religious tradition as a supreme value, and, by extension, must come to regard all tradition in the same light.

Patai, Raphael. <u>The Arab Mind</u>. Hatherleigh Press: NY, NY. 2002.

Slide 1

Topic: The Modern Middle East

Subject Matter Expert Package

Slide 2

Topic: Parameters of your Briefing

Using the Read-Ahead packets and additional reference material, prepare a short briefing. Use the below questions to help guide your briefing. Brief, bulleted comments are encouraged.

Questions to help guide your briefing:

What important historical events have occurred which helped shaped the current borders and context of the modern Middle East?

Why are these important?

After 5-10 minutes of preparing your notes, you will then be assigned to a group. Your task is to serve as the "subject matter expert" on this specific subject. Your task will involve studying your topic, taking some notes to brief on the topic, and then briefing your peers within this group on major issues in your topic of study.

The class is broken down into 3 phases:

Phase 1: Introduction and Explanation of Practical Exercise

Phase 2: Individual Research and Study of Materials

Phase 3: All Soldiers who are assigned your topic, (there should be several), will then meet in a group to discuss their ideas/opinions on the area of study.

Phase 4: Now one member from each of the Topic Groups assigned will move to a group encompassing other topics. Within this group, each Soldier presents his/her topic. Each Soldier will be assessed by his/her classmates with instructor supervision.

Slide 3

Early 20th Century The Middle East entered the 20th Century under the Ottoman Empire's control and following World War I with Ottoman Empire's dissolution, was divided up amongst the European powers. Great Britain, still having control over Egypt will gain control of Israel and the Trans-Jordan region including Iraq. France will take control of Syria and Lebanon. The end of World War I brought several new changes to international scheme: 1. The European powers were weakened, particularly France by the losses in WWI. This weakened state will cause two big effects: One, they (France in particular), will seek retribution on the German state for its role in the war. They will use their victorious status to force the Germans to sign the Versailles treaty which was more retributive than corrective and forward-looking. The second effect was a general disenchantment with the use of war as a tool of policy. While this was seen as a good effect, it

ended up becoming an ill effect when the rise of nationalism/fascism in Italy, Germany, and Japan was met with silent passivity and a policy of appeasement. 2. The second major effect of WWI was the division of the Middle East into separate regions to be controlled by European powers. The current borders in the Middle East take their historical roots from this division which was outlined in the Sykes-Picot Agreement. 3. The third major effect of WWI was the introduction of the idea for an established state of Israel. While this idea did not come to fruition during WWI of shortly thereafter, it planted the seeds, namely in the Balfour Declaration to create a state in which Jews could call home. The declaration was a letter from the foreign secretary of the time to Lionel Walter Rothschild, 2nd Baron Rothschild, a leader of British Jewry and a Zionist, which expressed support for the establishment of a Jewish state in Palestine. The British government hoped that the declaration would rally Jewish opinion, especially in the United States, to the side of the Allies and that the settlement in Palestine of a pro-British Jewish population might help to protect the approaches to the Suez Canal in neighboring Egypt. 4. The movement to create a state of Israel, in present-day Palestine, known as Zionism, will serve as the future ideological platform for Irgun, led by Menachem Begin, a Jewish terrorist organization renowned for its bombing of the King David Hotel, which will encourage the British public to pull British troops out of the region in favor of Israeli indedendence. World War II is significant for a number of reasons: 1. It marked the end of the colonial era/old world power structure of Europe around the globe. 2. Its end will also be the beginning of a global nationalist movement to gain independence. Not only in the Middle East, but Africa and in Asia, independence movements will emerge, bringing out a new world order. This independence movement can be traced to the post-World War I era based on the ideas embodied in the League of Nations and President Woodrow Wilson's Fourteen Points however for many areas, independence will not become a reality until the years following World War II, partially as a result of the European bloc's reluctance in giving up their colonial powers. 3. It will mark the end of fascism as a viable threat and the emergence of the United States and communism as the new threat. From 1947 onwards, the Cold War will overshadow the world and world events will occur in the backdrop of the Cold War rivalry between the US and the Soviet Union. The birth of Israel which can be connected to the Balfour Agreement (Great Britain's promise of statehood to the Jews) is significant because it marks the start of the Arab-Israeli conflict. The Arab-Israeli conflict, still raging today has had tremendous implications for the region and the United States foreign policy. The issue of Palestine is contentious because it revolves around the claim that Israel is not a "legal state" but rather a foreign power occupying Arab lands. In addition to this, the fact that Jerusalem, the third holiest city in Islam is occupied by Jews is seen as a very controversial point. The Israeli occupation of the Gaza Strip and the West Bank, have added fuel to the Palestinian fire. The Sykes-Picot Agreement was established following World War I by Great Britain and France to draw up the Middle East according to their own interests. The division which embodies the modern day

borders of the Middle East is a legacy of the West's influence in the region. It is a major source of contention in that during World War I, the Arabs were on the British side, fighting against the Ottoman Turks. Following World War I, rather than giving power to the Arabs, the West divided up the region into spheres of influence. Nationalism will start to emerge in the region as early as the 1920s and one after another, Middle Eastern states will emerge in the steady recession of Europe's interest in the region. Partly as a result of World War II, which decimated European power, the Middle East will slowly make the transition from colonial governance to independent statehood. A key point in this move towards statehood is the idea that this has occurred very recently in history and thus explains the continuing pattern of instability in the region, which is typical of most newly independent colonies.

Slide 4
Map and information is taken from National Geographic.Com:
http://www.nationalgeographic.com/iraq/map_midEastCon.html. Accessed: 3 November 2005

The Modern Middle East is relatively new and is a result of the fall of the Ottoman Empire. With the disintegration of the Ottoman Empire, the League of Nations mandated that the British and French were to move in to fill the power vacuum. For the most part, the modern-day borders today reflect this division between the British and French. Over the next few decades, the local populations within the Middle East pushed for independence and these are reflected in the following map. The map seen on this slide provides a good background to the numerous conflicts and disputes in the region. While there have been wars between states, Iran and Iraq, Iraq and Kuwait, Israel and Syria/Jordan/Egypt, and South Yemen versus North Yemen; the majority of violence has occurred predominantly in the Israeli-occupied territories where there is substantial Palestinian populations.

Slide 5
Post-Ottoman Empire: Arab nationalism
The picture above shows the disintegration of the Ottoman Empire following WWI and henceforth, independence movements will establish new states in the region based in some part on the borders as determined in the Sykes-Picot Agreement.
The disintegration of the Ottoman Empire is the basis for the political geography of the modern Middle East. The universal problem facing regimes ruling newly independent nations was installing a sense of nationalism into a people who were living in a nation with no history. The history of a nation is like the lineage of a person. So many Middle Easterners, especially Arabs, are reluctant to displace their first loyalty to their tribe that has thousands of years of history for a new nation that has no history.

Slide 6

Arab-Israeli Conflict: Review of Historical Origins

Photo 1 on Left: Source

http://aljazeerah.info/Peace%20Activists/May%202003%20Peace%20Activists%20Photos.htm

Al-Jazeerah, Israeli soldiers arresting a European peace activist in Beit Sahour, near Beithlehem. (Alquds Alarabi, 5/10/03).

Photo 2: http://aljazeerah.info/Peace%20Activists/2004%20Peace%20Activists%20photos.htm

Al-Jazeerah, Palestinian and Israeli peace activists clash with the Israeli occupation police in Al-Ram neighborhood between East Jerusalem and Ramallah, during protests against the Sharon Land-Grab Wall (Alhayat Aljadedah, 6/6/04).

The Arab-Israeli Conflict is a major source of instability in the region and because of this, anyone attempting to understand the history of the region needs to understand the history of this specific conflict.

The Balfour Declaration established the first international recognition for a potential Jewish state. While nothing came from this declaration, it is important for tracking the origins of the Jewish state.

The United Nations General Assembly adopted the Resolution for the Establishment of an independent Jewish state in Palestine on November 29, 1947. On May 14, 1948 Israel officially declared its independence and shortly after was engaged in a war over its existence with its Arab neighbors. As a result of the war for independence and the 1967, 1973 wars, Palestinians fled into neighboring states creating massive refugee communities. The displacement of the Palestinian population fueled the rise of militant groups and created instability within the region. This instability was further fueled by the influx of Jewish settlers who were encouraged by the Israeli government to move into the occupied territories of the West Bank, Sinai, and the Gaza Strip.

If one were to explain the sources of the Arab-Israeli conflict, one would have to refer to the continued presence of refugee populations in neigboring Arab states, Jewish settlement activity, and arguably the use of heavy-handed tactics of denying militants refuge. One tactic used by Israeli forces was the demolition of a militant's home, regardless of who else may have shared the home. This often meant the displacement of several families who shared the same building with the militant. "Hard tactics" such as these are often referred to as sources for the Palestinian hostility towards the Israeli presence.

Slide 7

Middle East Governments

This slide and the next provide a general view of several regimes in the Middle East that we are

currently dealing with as of 2005. While by no means are the labels being used indisputable or absolute; they are generally true descriptors for the governments we are working with in accordance with the Central Intelligence Agency's World Factbook descriptions. Any Soldier deploying to the Middle East will benefit to know the basic status of the governments since a major influence on our foreign policy towards the region is the political character of the regimes. The countries listed above are labeled according to their respective style of government. While by no means are these labels indisputable they do describe the relative type of government that runs the country. When we use the term "evolving democracy" very loosely due to the fact that it is difficult to define a true democracy. While most Americans will use the United States as the epitome of democracy, foreigners could arguably dispute this. Does a democracy entail simply an election of national figures or does it entail the election of a majority of the public representatives at the national, state, and local levels? Does democracy mean the freedom for life, liberty, and the pursuit of happiness and if this is true, then if the majority of the people are below the poverty line, can we really label their government as a democracy since they by economic limitations, are unable to pursue happiness as they wish. Does democracy mean that there is more than one party contending for government, two, three, or must there be many to achieve a democracy. Overall, the term is vague and thus all states listed will be labeled as "evolving" due to their specific circumstances.

Syria, a Ba'athist regime is closely paralleled to Saddam Hussein's Iraq in that both were states dominated by a socialist party which within was dominated by a specific cultural class. For the Iraqis, the Tikriti Confederation was the dominant power within Iraqi Ba'athist rule. For the Syrians, the Alawites dominate the Ba'athist party. According to the CIA website, Syria is listed as, "republic under military regime since March 1963". Likewise Jordan is classified as a "constitutional monarchy". Lebanon is listed as a "republic". Israel is listed as "parliamentary democracy". Palestine is not listed as a state government but as it stands the PNA is pushed towards a secular democratic styled government. Overall, the key theme in this slide and the next is the idea that the Middle East is evolving and to give the students a general idea of where the region stands as far as types of governments.

Source: CIA World Factbook, 2005. Online:

http://www.cia.gov/cia/publications/factbook/index.html

Slide 8

Middle East Governments: (continued)

Saudi Arabia, a kingdom ruled by the al-Saud family is dominated particularly by the Wahhabi sect of Islam. The CIA has Saudi Arabia listed as a monarchy. Yemen was once divided between North and South, but after a civil war and economic problems, the North, a socialist state sought unification with the South. Today it is listed as a "republic" by the CIA. Egypt is listed as a

"republic" by the CIA. Egypt, while labeled a democracy is a useful example at showing how difficult it is to define appropriate labels for governments. While Hosni Mubarak was recently re-elected, one needs to consider the fact that as President, he has been in power since 1981. Turkey is listed by the CIA as a "republican parliamentary democracy" and Iran as a "theocratic republic". Turkey is a secular state with a huge Muslim population and Iran, while listed as a democracy is constantly criticized for placing significant powers in religious clerics who manipulate elections.

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Slide 9

Historical Influences on Modern-day Middle Eastern Politics

This reviews some important influences on politics and warfare in the Middle East.

The models of Arab nationalism and Pan-Islamism were arguably born in the early 20th century out of a desire to unify the peoples in the Middle East against colonial influences and assert independence. Arab nationalism is significant in that it represents a secular ideal of unifying the Arab populations spread throughout the Middle East under a single political regime. Pan-Islamism was the anti-thesis to this model in that it placed religion to the forefront of unifying the Middle East. Both movements are direct opposites because whereas Arab nationalism focuses on the leadership of a man or regime, Pan-Islamism bounds the government or regime to Islamic law. Because no man is above God in Islam, the blending of Islam and the state places restrictions on government. No where was the clash between these movements felt than under Gamal Abdel Nasser who sought to bring the Middle East under his influence as President of Egypt. He won significant respect and influence towards Arab nationalism (or realistically speaking, pan-Egypt since Nasser's goal was the unification of the Arab world with Egypt up front) by nationalizing the Suez Canal and attacking Israel. Sayyid Qutb, a pan-Islamist who sought to promulgate the ideals of pan-Islamic regime or caliphate in the Middle East will criticize Nasser. His criticism of the regime will lead to his execution and signify a victory for the Arab nationalist over the pan-Islamists. Future leaders like Libyan Colonel Qathafi and Saddam Hussein will seek to establish themselves as leaders of Arab nationalist movement over the decades but all will fail in unifying the region. The fall of Saddam Hussein to Coalition forces could arguably be marked as a strategic defeat for Arab nationalism since he was the last major figure on the world scene who attempted to use the model for mobilizing the Arab world against the West. In the modern-day Middle Eastern context, Pan-Islamism has been picked up by extremist groups by the name of HAMAS, Hezbollah, and Al-Qaeda under the goal of re-establishing a Caliphate.

Tribalism and Sectarianism are two important influences in the Middle East both locally and at the

national level. Tribalism embodies the centrality of tribal and family interests in making decisions. An example of this can be tied to Saddam Hussein and his Albu Nasir Tribe as well as his ties to his hometown area of Tikrit. Both of these groups benefited as a result of Saddam Hussein's rule. Sectarianism refers to the ties between the different sects of religion for instance between Shi'a that follow the Ayatollah Ali al-Sistani or other Shi'a who have an affinity towards Moqtada al-Sadr. While Muslims are united under the banner of Islam, there is a greater value given to the relationship between the sects within the religion. This is seen in Iraq where Sunnis and Shi'a have a distinctive division. At a more localized level, one will also find divisions between followers of one Ayatollah over another and between mosques within a city. Sectarianism is still a strong influence in the region and even more so in countries where state institutions is not well-established, i.e. Iraq.

Islam and Politics are also a significant piece of the Middle Eastern context and the reason for this ties to the immense unifying value Islam has held in the Middle East. In an effort to gain support in the Middle East, Saddam Hussein showed images of him praying and taking the hajj. The reason for this is tied to the value of using Islam to define one's legitimacy to his supporters. Moqtada al-Sadr, the son of an Ayatollah who was killed by Saddam Hussein made use of religion to justify his actions against U.S forces in Iraq. Osama Bin Laden, Ayman al-Zawahiri, Abu Musab al-Zarqawi have all used religion to justify their extremist political agenda. While in United States, the identification of a people's will with government is seen to be the foundation of our movement for independence; in the Middle East, the identification of God's will with government is seen as the correct model for liberation.

Slide 10

Historical Influences on Modern-day Middle Eastern Politics

Geostrategy refers to the actions taken by governments to secure their access and control of resources within the region. A good example of this has been the Suez canal which has been a highly valued location for allowing access to the East/West trade routes via the Red Sea. While oil has been the typical response to any geostrategic reasoning behind military conflicts in the region, water is also a significant pressure point for many Middle Eastern countries. Iraq and Syria depend on Turkey allowing free flow of the Tigris and Euphrates river which is the source of both rivers. In 1990, Turkey blocked the flow of the Euphrates river to Syria as punishment to Syria for aiding Kurdish rebels. The repercussions of this short blockage which lasted only a few weeks provoked massive condemnation by both Syria and Iraq (Iraq being indirectly affected because it receives the Euphrates via Syria). Water could potentially spark the next war in the Middle East because populations depend on this resource for the stability and welfare of their populations.

Democracy and the Middle East has become a significant topic of focus in recent years due in

part to the United States' operations in Iraq which have encouraged elections and the drawing up of a constitution. Saudi Arabia has its first governmental elections in over 30 years on April 23, 2005 for local municipal council seats. Egypt had first parliamentary elections in the country´s history to be held under full judicial supervision in October, 2000. In September, 2005, President Hosni Mubarak won over 80% of Egypt's first multi-candidate presidential elections in the country's history. While there were reports of election "fixing" and abuse, the act symbolized a new milestone for the country. In June, 2005 the Lebanese General Elections were the first elections in thirty years without a Syrian military or intelligence presence in Lebanon. President Hafiz al Asssad was elected by five times in unopposed elections. His son, Bashar al-Assad, also was confirmed by an unopposed referendum in July, 2000. The Assad regime has held power since 1970, when it took control over the already Baath-run government in a coup labeled The Corrective Revolution. While the regime claims to be a republic, its status more closely resembles a military regime. Finally, Iraq had legislative elections on January 30, 2005 and a referendum on the Constitution in October, 2005. Overall, while there are a number of steps currently being taken towards democracy in the Middle East, there still remains a great deal more in regards to securing the rights of individuals and minorities within these states.

Terrorism and the will of the minority are a major factor in any analysis of the Modern Middle East due to the impact terrorism has had on the region and the world as well as the difficulties that the region has had in trying to address the will of the minority. Egypt is a good example on how terrorism has influenced politics. By signing the Israeli-Egypt peace accords and arguably for his hard-line tactics towards dissidents to the regime, Egyptian President Answar Sadat was assassinated.   Hosni Mubarak was targeted for assassination as well by extremists. The terrorists represent the will of the minority and the best way to view their status in the Middle East is as a minority actor willing to take extreme measures to forward their political or personal agendas. While it is impossible to co-opt some members who have refused any/all accommodation or compromise on their agenda; there is the potential to co-opt the supporters of their agenda within the masses to abandon support for terrorism for democratic processes. This is the essence of President Bush's strategy which is to isolate the extremists who cannot be co-opted from those who can be via democratic reform and the empowerment of the masses.

Slide 1

Topic: The Sources for Hostility within the Middle East towards the West

Subject Matter Expert Package

Slide 2

Topic: Parameters of your Briefing

Using the Read-Ahead packets and additional reference material, prepare a short briefing. Use the below questions to help guide your briefing. Brief, bulleted comments are encouraged.

Questions to help guide your briefing:

What are some important sources for hostility towards the West?

What important historical events have influenced the hostility towards the West?

After 5-10 minutes of preparing your notes, you will then be assigned to a group. Your task is to serve as the "subject matter expert" on this specific subject. Your task will involve studying your

topic, taking some notes to brief on the topic, and then briefing your peers within this group on major issues in your topic of study.

The class is broken down into 3 phases:

Phase 1: Introduction and Explanation of Practical Exercise

Phase 2: Individual Research and Study of Materials

Phase 3: All Soldiers who are assigned your topic, (there should be several), will then meet in a group to discuss their ideas/opinions on the area of study.

Phase 4: Now one member from each of the Topic Groups assigned will move to a group encompassing other topics. Within this group, each Soldier presents his/her topic. Each Soldier will be assessed by his/her classmates with instructor supervision.

Slide 3

Sources of Hostility towards the West using Middle Eastern History

Photo Source: http://www.stormchaserdan.com/cyclone_dan_photos.html. Storm-chaser Dan website. Copyrighted by Dan Christenson.

One of the most important aspects of history is how it influences one's perception of one's own culture as well as one' perception of others. The history of the Middle East is a valuable tool in analyzing the evolution of the region's culture and the views of the population over time.

The list provided is a brief overview of the sources of hostility towards the West in Middle Eastern history. The long history of foreign invasions has had a huge impact on the culture of the people. Whereas in the United States, we have enjoyed a history almost entirely free of foreign invasion, the Middle East lies in the midst of the Asian, European, and African landmasses making the region an intersection between continents for the movement of goods, people, ideas, and armies. In the realm of culture, this means that the people have been exposed to numerous civilizations and foreign intrusion. Inevitably, these invasions had an impact not only the culture but also the psychii to some degree. In the case of the West or more specifically the United States, we are viewed as another "foreign power" intruding into the region and as such, the actions and behaviors of our predecessors in the region (e.g. Crusaders, British, French, Russians) have helped shaped the population's expectations and perceptions of us.

Another issue of hostility has been the influence that the West has had on the Middle East in the realm of culture, military and economics. One can trace this source to the Ottoman Empire's slow decline compounded by the gradual increase in Western power. As the West increased militarily, economically, and its cultural centers flourished, the Middle East began to recede in its world and regional prominence. The Ottomans will concede economic liberties and legal powers to Western citizens in an effort to accommodate the West's growing power. The fall of the Ottoman Empire following World War I ushered in a new era in the Middle East in which the region became a chessboard for Western powers, jockying for resources and struggling to hang on to colonial

interests. The Sykes-Picot agreement epitomized the West's influence in the region by dividing the area according to the British and French's interests. The end-result of this Western influence was the establishment of borders according to the whims of the West and the wave of separate states declaring independence in the 20th century with the recession of Western colonialism. The West's support for the Israeli state and the corresponding indifference to regional concerns emphasizing Arab independence placed the West in the light of being pro-Jew and anti-Arab. This concept was only compounded by the British and French attempts at reducing Egyptian sovereignty and the United States' support for Israel at the expense of the Palestinians. Finally, current events continue to exacerbate the hostility of Middle Eastern populations to the West based on the West's profession of democracy and freedom while providing massive support to undemocratic regimes.

Slide 4

Possible Examples of Western Support for "undemocratic" regimes

"Western interference in Iran was as intrusive as that of the Soviet Union. Muhammed Reza Shah Pahlavi was challenged in 1950 by his prime minister, Muhammed Mossadegh, who forced the Shah to flee. The United States and Britain, alarmed by Mossadegh's defiant rhetoric and particularly his nationalization of the Iranian oil industry, engineered the Shah's countercoup of 1953.

Dissent grew in the 1960s in response to new tensions in Iranian society. Wealth disparities, unpopular land reform, pervasive Western influence, eroded traditional values, and perceived repressive and unresponsive government became issues of discontent. Most damaging to the Shah was the perception that he was, in effect, working for foreign powers, especially the United States.

In response to these challenges, the Shah's government reacted with severity to quell opposition. Demonstrations opposing the Shah occurred regularly during the 1970s and the government's response became more brutal; reports of arrests, incommunicado detentions, torture, and execution multiplied. Eventually, Ayatollah Ruhollah Musavi Khomeini emerged and took the central position in the opposition movement which overthrew the regime."

Source: Country Handbook: Islamic Republic of Iran. April, 2000. DOD-2630-IR-006-00, p76.

The West has also been criticized for its support to Israel through military sales and financial aid. The results of the United States' support has led to the appearance of either indifference to Palestinian cries for independence or blatant support for hard-line tactics of the Israeli security

forces to defeat terrorist cells in the occupied territories as well as refugee camps.

Other areas of criticism stem from our support of such regimes as found in Egypt, Jordan, and Saudi Arabia. There is a general consensus on the fact that corruption exists in the Saudi regime and the United States' unconditional support for the regime through military sales and trade demonstrates the United States policy of supporting regimes that are pro-American rather than pro-democracy. Jordan and Egypt are both portrayed in the same light; by giving support to the militaries and economies of these states, the United States exposes itself to the accusation of being a tacit supporter for regimes with less-than desirable histories on human rights, democracy, and representation of the people. For example, while "elections" were held in Egypt, President Hosni Mubarak won, meaning the continuation of a presidential term that traces back to 1981. In the case of Jordan, Islamic extremists like Abu Musab al-Zarqawi point out that being secular regime, Jordan's government is illegitimate before the eyes of God. The appeal of Zarqawi amongst Muslims in the Middle East is tied to the fact that they are effective in delivering blows to the "oppressive" influence of the United States and the West in general.

Slide 5
Text Reading from a work: The Arab Mind by Raphael Patai
From the work: The Arab Mind by Raphael Patai. Hatherleigh Press: NY, NY, 2002.
"…The fact is that of all the ex-colonial nations, only Arabs can look back at long historical contacts with the West. Only they had met the West repeatedly in battle, defeated it, and subjected it to their rule. This happened in Spain as early as the eighth century, while as late as the eighteenth, after the leadership in the "House of Islam" had passed to Turkey, South-Central Europe as far north as Hungary was still under Muslim domination." (316)

"Muhammad Qutb says that if the Arabs can regain their disciplined faith, they will, as did the early Muslims, defeat the great empires of the world." (316)

"Islam alone, without the consciousness of past cultural and military superiority to the West touched on, is not a sufficient motivation for the emergence of a strong hatred of the West…" (317)

Because of the Arabs glorious past and its interrelationship with religion, there is no question that a major belief within the Middle East is the fact that the region's gradual decline is linked to a corresponding decrease in the region's favor with God.

"Since for the traditional Muslim it is inconceivable to reproach or even question God, the blame for the Arab reversal is put on the Arabs themselves, primarily in terms of moral, that is, religious shortcomings." (318) Thus explains the rise of Reformist Islam since it marks an attempt by some Muslims to "fix" the region's problems via a return to the traditions and lifestyles of the Prophet and his Companions.

While by no means do all Muslims or Arabs have a hostility to the West, those who do can relate to these texts being presented. The theme within these texts is the fact that the interaction between the West and the Middle East has held a significant influence on the Arab mindset and more importantly the Arab Muslim mindset. In extreme Islam, the decline of the Middle East amidst the rise of the West is symbolic of a decline in religion and the only means of reproducing the glorious times as lived under the Prophet is by rededicating the region to "real" Islam as practiced by the Salafists or purists.

Salafist in this context refers to those who see the times of the Prophet as the high point in Islamic history.   All life should be guided by this time period. An example of this strict interpretation is taken from a briefing given by Ahmed I. Qureshi, guest lecturer at the Middle East Orientation Course at Hurlburt Airfield, Joint Special Operations University (JSOU) on 25OCT05. In his briefing he relates how Bin Laden would not allow his wife to give their child water by bottle. The woman (his wife) cried because the baby was becoming dehydrated but she could not give the child water by any other means beside a small spoon. The reason for this was because during Muhammad The Prophet's time period, bottles were not invented or present so using a bottle to give a child water was innovation to the religion (bida). Salafism studies the Prophet's life and his companions to the strictest degree and attempts to adhere to the most minute details of this study.

Slide 6
Legacy from the Crusades
"The Arabian Peninsula has never--since God made it flat, created its desert, and encircled it with seas--been stormed by any forces like these crusader armies now spreading in it like locusts, consuming it riches, and destroying its plantations".
Usama Bin Laden -23 Feb 1998
The legacy of the Crusades is still with us. It is this western conduct of war that Osama bin Laden referred to in issuing his fatwas--calling for all Westerners to be expelled from Muslim holy lands, the dismantling of all secular Arab governments, the full implementation of Islamic law, and the rejection of western culture.
The point that Bin Laden was trying to make was that the current status of United States forces in the Middle East is no different than the historical precedent set by the Crusaders in which cities

were destroyed and whole populations massacred all in the name of Christian ideals. By using history, Bin Laden draws legitimacy for his war against the West as a defensive jihad to protect Islam, its people, and its holy lands from destruction by the infidels.

Slide 7

Arab-Israeli Conflict: Review of Historical Origins

Photo 1 on Left: Source

http://aljazeerah.info/Peace%20Activists/May%202003%20Peace%20Activists%20Photos.htm

Al-Jazeerah, Israeli soldiers arresting a European peace activist in Beit Sahour, near Beithlehem. (Alquds Alarabi, 5/10/03).

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Source: CIA World Factbook, 2005. Online:

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Slide 9

Middle East Governments: (continued)

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Slide 1

Topic: Historical Sources of Power, Education, and Behavior

Subject Matter Expert Package

Slide 2

Topic: Parameters of your Briefing

Islamic History

Using the Read-Ahead packets and additional reference material, prepare a short briefing. Use the below questions to help guide your brief. Brief, bulleted comments are encouraged.

Questions that your briefing should answer:

What important events have occurred in Islamic History that have shaped the Middle East?

Why are these events important?

After 5-10 minutes of preparing your notes, you will then be assigned to a group. Your task is to serve as the "subject matter expert" on this specific subject. Your task will involve studying your topic, taking some notes to brief on the topic, and then briefing your peers within this group on major issues in your topic of study.

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Slide 3

Review of Middle Eastern History: Early history of the Muslim Empire

With the death of Muhammad the Prophet, Abu Bakr, succeeded Muhammad as the political/religious leader of the Muslim community. The crisis of the Caliphate refers to the assassination of the Caliph Uthman. Ali was chosen as his successor but because he did not pursue the assassins of Uthman, some believed him to be a fellow-conspirator in the Uthman assassination plot. Mu'awiya will challenge Ali for the Caliphate and neither army is able to

defeat the other. Ali, retreats from battle and while in prayer is assassinated. His power transfers briefly to Hasan but he renounces the Caliphate dies (or arguably murdered). With the death of Ali and his son, Mu'awiya is chosen as the Caliph, ushering in a new regime under the Umayyad clan. With the death of Mu'awiya, his son, Yazid, is chosen successor. It was at this time that Ali's son, Husayn is encouraged by supporters to seek to claim the Caliphate since being Ali's son, he has direct blood lines to the Prophet. Husayn gathers a group to build an army against Yazid and Yazid hearing of this impending clash, gathers his forces to defeat Husayn. Yazid's group meets Husayn's group outside Karbala in an event remembered today as "al-Shoura". The Crisis of the Caliphate explains a significant event in Muslim history where Shi'a and Sunni trace their

 original break. This original break ushered in the transfer of power from the Benu Hashem tribe to the Umayyads. The transfer of power was further symbolized as the capital of the Caliphate moved from Baghdad to Damascus under the Umayyads. Eventually however, the Umayyads will fall to the Abbasids who re-establish the Caliphate in Baghdad and nearly massacre the entire house of the Umayyads. They fail because the Umayyad dynasty, while wiped out in the Middle East region, continues for some time longer in Spain where learning flourished.

Under the Abbasids, the Caliphate slowly recedes in power and influence throughout the region; losing power to competing sects in Islam such as the Fatamids in Egypt and the rise of the Persia.

Slide 4

Review of Middle Eastern History: Decline and Fall of the "Caliphate"

The Mongol invasion in the 13th Century is pivotal because it symbolizes a catastrophic defeat for the Islamic cause in history. By falling to the Mongols, having the Caliphate killed, and the capital of Baghdad conquered by the Mongols, the Muslims viewed Islam as an institution in jeapardy. The Mongol invasion gave legitimacy to ibn Tamiyyah's Islamic platform which called for a return to the ways of the Prophet and strict observance of the hadiths as a pathway towards revitalizing the Muslim community. While this reformist movement in Islam was not extremist, it established the ideological platform by which extremists make the leap into violent jihad for political purposes. The Rise of Ottoman Turkey is attributed to Osman who unites Asia Minor under his rule. His lineage will expand the Turkish rule to encompass a majority of the Middle East, Northern Africa, and parts of Central Asia/Europe. While it took many decades for the Ottoman Empire to begin its decline, towards the 15th century onward, the Ottoman Empire slowly receded in power, losing the power to control its provinces to local authorities. Despite the constant encroachments by the West (both economically and miltarily), gradual reduction in tax revenues, and decentralised rule, the Ottomans will continue to maintain a husk of an empire, propped up by the British until WWI. With the Ottomans siding with Germany/Austria-Hungary, the British will move in to take control

of the Empire. After some setbacks the British topple the Ottoman Emporer and with the emergence of Mustafa Kemal, (Ataturk), the state of Turkey will emerge from the corpse of the Ottoman Empire, abolishing the Caliphate and establishing a secular government in place of the religious/political institutions once occupied by the Ottoman Turks.

Slide 5

Reformist Movement in Islam

As a result of several centuries of decline, the Mongol invasion, and the encroachment of the West in Muslim lands, Islam will experience a wake-up call.

The initial wakeup call came with the invasion by the Mongols in the 13th century and the subsequent sacking of the capital of the Caliphate, Baghdad.

Ibn Tamiyyah represents the first of a long line of reformists who will see the solution to the Caliphate's decline as a rededication of the umma (Muslim community) to a strict interpretation of the Koran. Ibn Tamiyyah, a follower of the Hanbali legal system (strictest interpretation of the Koran), saw the solution to Islam's problems as linked to a rededication of the umma to strict Koranic practices and a strict observance to the ideal Muslim model as layed out in the hadiths. His teachings will serve as the foundation for future reformist leaders: Wahhab, Qutb, and the jihadist movement now being promulgated throughout the world today.

Muhammad ibd Abd al-Wahhab was the religious leader who will ally himself with the political leader al-Saud. His doctrine which espouses the strictest form of monotheism will serve as the ideological foundation for Wahhabism, which today is the principal belief system in Saudi Arabia today.

Hasan al-Banna is important for being the father of the Muslim Brotherhood which was the proponent for the Pan-Islamic Movement which emerged in the Middle East in the 20th century. The essential tenet of the Muslim Brotherhood is the education and support of Muslim communities under the goal of one day establishing a unified Muslim community, i.e. a caliphate. His movement will clash with a parallel movement around the same time, the Pan-Arab Movement which will emerge as a secularist approach to unifying the Middle East under a single political entity. While the Pan-Arab Movement has receded in the Middle East, the Pan-Islamic Movement is alive and finds its strongest proponents in the form of al-Qaeda and other Salafist groups who seek a re-establishment of the Caliphate under shari'a.

The Shi'a Pan-Islamic Movement was epitomized in the establishment of an Islamic Republic in Iran and its subsequent exportation via the terrorist organization, Hezbollah.

The Sunni Pan-Islamic Movement was epitomized in the establishment of the Taliban, in Afghanistan, who espoused a strict Hanbali legal approach and one could say Saudi Arabia, which follows shari'a as well. Pan-Islamism could arguably trace its origins to Ibn Tamiyyah but in its modern form, came out of Egypt with Hasan al-Banna's Muslim Brotherhood organization.

Pan-Islamism's key notion is the establishment of an Islamic regime governed by shari'a. Pan-Arabism is the secular notion of establishing a Middle Eastern regime governed by Arabs. Its major focus is on secular Arab rule, and thus places Islam outside the political establishment. Gamal Abdel Nasser was the first ruler to bring this movement onto the scene with his struggle to make Egypt the representative of the Arab world. Later leaders will make similar attempts at grabbing the cloak of Pan-Arabism, e.g. Saddam Hussein. The two movements clash invariably on the role of religion in government since Pan-Arabism looks more to Machiavelli-styled governance as the pathway to Middle Eastern leadership. Pan-Islamism revolves around the submission of the ruler to God's law.

Non-state groups like HAMAS, Hezbollah, and Al-Qaeda relate to the ideology of Pan-Islamism, whereas state leaders have typically favored the Pan-Arab concepts. Understandably this is tied to the fact that Pan-Islamism has built-in limitations on a ruler's power, making him/her beholden to the opinions of Islamic clerics and their behavior as seen through Islam.

Slide 6

Shi'a – Sunni Break in Islamic History

Shi'a – followers of Ali; succession of the Caliphate within Muhammad's bloodline

Sunni – succession of the Caliphate based on election within the community

Historical Break rooted in Crisis of the Caliphate between Ali and Mu'awiya

Slide 7

Crisis of the Caliphate

Islam includes two main branches, the Sunni and Shi'a Muslims. The main difference revolves around the contentious question of who has the authority to rule over the Islamic community. This slide shows the break between the Shi'a and the Sunni. The Shi'a or the followers of Ali believe that the succession following the Prophet Muhammad for the leadership of the Muslim community should stay within the House of the Benu Hashem and within Muhammad's bloodline. Ali, married to Muhammad's daughter, Fatima had two sons: Hasan and Husayn. Following the death of Muhammad, rather than Ali assuming the Caliphate, Abu Bakr became Caliph based on the election amongst the community. The death of Abu Bakr will mean the Caliphate passing on to Omar and then Uthman. With the assassination of Uthman, Ali will finally be given the Caliphate but he will be challenged by Mu'awiya and Aisha, the Prophet's widow. Ali will be able to fend off their armies but he will be assassinated in a mosque while in prayer. With his death, the Caliphate will pass briefly to his son Hasan but after a short time as Caliph, he will give it up and shortly thereafter be killed. Upon the death of Hasan, the Caliphate will be taken by Mu'awiya who will rule until his death. With the death of Mu'awiya the Caliphate will proceed to

his son, Yazid and it was at this point that Husayn, Ali's other son, decided to make his move to claim his place as Caliph. To do this, he will attempt to assemble an Army to challenge Yazid for the Caliphate. Yazid, hearing of this challenge, will meet Husayn outside Karbala with his army and this will lead to the massacre of Karbala with Yazid's army slaughtering Husayn's group. This ushered in a new age in which the Shi'a will recede from the political scene and the House of the Umayyad, Mu'awiya's lineage will rule.

The Crisis of the Caliphate refers to the difference in the succession of the Caliphate and who should be the leader of the Muslim community. Sunnis believe that Abu Bakr, being elected was the rightful successor and following Caliphs should be elected similarly. The Shi'a believed that Abu Bakr was not a legitimate successor and it should have been Ali since he was closer to the Prophet and his bloodline came from Muhammad's. Based on this distinction Sunni and Shi'a will develop distinctive views on how a Muslim should behave and how the community should be organized.

Slide 8

Crisis of the Caliphate

His reign was short and he was succeeded by his son Yazid. In the meantime, the supporters of Ali did not give in and encouraged Ali's son Husayn to leave Mecca for Basra to be proclaimed Caliph in Iraq. Husayn accepted and with about 70 supporters set out for Basra. Yazid learned of the plot and instructed the governor of Basra to restore order. Yazid's army intercepted Husayn at Karbala where Husayn foolishly decided to give battle. Husayn and his band were massacred at the "Battle of Karbala". It is this event that causes the great schism in Islam between Sunni (Orthodox Muslims) and Shi'a (Ali & Husyan's followers).

Ali was assassinated in 661 CE in a mosque in Kufa. He was succeeded by Mu'awiyah, the governor of Syria and was the son of his father's worst enemy. Many Muslims, at that time, were angry because he was chosen rather than Ali's sons Husan and Husayn, the grandchildren of the Prophet.

Massacre of Karbala

Karbala is the most important shrine to the Shi'a, and a public holy day of mourning called Ashura is celebrated on the 10th day of the first Islamic month of Muharran. On this day, Shi'ites poor out into the street and whip themselves bloody to commemorate Husyan's martyrdom. Shi'a Islam stresses Martyrdom and establishes shrines. They have also been traditionally persecuted by Sunni's who have little tolerance for the Shi'a or the Sufi.

Slide 9

Ashoura

The observance of Ashoura is one of the most important events in the Shia calender. Ashoura marks the anniversary of the martyrdom of Husayn, grandson of the Prophet Mohammad, in what is now Karbala, Iraq. It lies at the heart of Islam's rift between the Sunni and the Shia - and is seen by Shias as the greatest suffering and redemptive act in history, much in the way that Christians view the death of Christ. The death of Husayn was the beginning of the Sunni/Shia split, which persists in Islam to this day.

In the past, many Shia men have demonstrated their devotion to Husayn by letting their blood flow freely from self-inflicted wounds. Today, however, many governments have tried to ban this practice, with varying degrees of success. Most participants make a small cut on their head, and then beat the wound with their palm--or in this case a sword--to keep the wound open and bleeding.

Participants then march in groups around the town, yelling chants to express their devotion to Husayn and the Prophet. [...]

Slide 10

Legacy from the Crusades

"The Arabian Peninsula has never--since God made it flat, created its desert, and encircled it with seas--been stormed by any forces like these crusader armies now spreading in it like locusts, consuming it riches, and destroying its plantations".

Usama Bin Laden -23 Feb 1998

The legacy of the Crusades is still with us. It is this seemingly ancient western conduct of war that Osama bin Laden referred to in issuing his fatwas--calling for all westerners to be expelled from Muslim holy lands, the dismantling of all secular Arab governments, the full implementation of Islamic law, and complete rejection of western culture.

Slide 11

The Concept of Jihad

Jihad is a central duty of every Muslim. Modern Muslim theologians have spoken of many things as jihads: defending the faith from critics, supporting its growth and defense financially, even migrating to non-Muslim lands for the purpose of spreading Islam. But in Islamic history and doctrine violent jihad is founded on numerous verses of the Qur'an — most notably, one known in Islamic theology as the "Verse of the Sword": "Then, when the sacred months have passed, slay the idolaters wherever ye find them, and take them (captive), and besiege them, and prepare for them each ambush. But if they repent and establish worship and pay the poor-due, then leave their way free. Lo! Allah is forgiving, merciful" (Sura 9:5). Establishing "regular worship" and paying the "poor-due" (zakat) means essentially that they will become Muslim, as these are two

of the central responsibilities of every Muslim.

Sahih Bukhari, which Muslims regard as the most trustworthy of all the many collections of traditions of Muhammad, records this statement of the Prophet: "Allah assigns for a person who participates in (holy battles) in Allah's Cause and nothing causes him to do so except belief in Allah and in His Messengers, that he will be recompensed by Allah either with a reward, or booty (if he survives) or will be admitted to Paradise (if he is killed in the battle as a martyr)."

Ibn Khaldun (1332-1406), a pioneering historian and philosopher, was also a legal theorist. In his renowned Muqaddimah, the first work of historical theory, he notes that "in the Muslim community, the holy war is a religious duty, because of the universalism of the Muslim mission and (the obligation to) convert everybody to Islam either by persuasion or by force." In Islam, the person in charge of religious affairs is concerned with "power politics," because Islam is "under obligation to gain power over other nations."

Violent jihad is a constant of Islamic history. The passages quoted above and many others like them form a major element of the motivation of radical Muslims worldwide today. No major Muslim group has ever repudiated the doctrines of armed jihad. The theology of jihad, with all its assumptions about unbelievers, lack of human rights and dignity, is available today as a justification for anyone with the will and the means to bring it to life.

Slide 1

Topic: Historical Sources of Power, Education, and Behavior
Subject Matter Expert Package

Slide 2

Institutions and Sources of Influence in the Middle East

Using the Read-Ahead packets and additional reference material, prepare a short briefing. Use the below questions to help guide your brief. Brief, bulleted comments are encouraged.

Questions to help guide your briefing:

What are some important sources/institutions of education, conflict, and conflict mediation in the Middle East?

Why are they important?

After 5-10 minutes of preparing your notes, you will then be assigned to a group. Your task is to serve as the "subject matter expert" on this specific subject. Your task will involve studying your topic, taking some notes to brief on the topic, and then briefing your peers within this group on major issues in your topic of study.

The class is broken down into 3 phases:

Phase 1: Introduction and Explanation of Practical Exercise

Phase 2: Individual Research and Study of Materials

Phase 3: All Soldiers who are assigned your topic, (there should be several), will then meet in a group to discuss their ideas/opinions on the area of study.

Phase 4: Now one member from each of the Topic Groups assigned will move to a group encompassing other topics. Within this group, each Soldier presents his/her topic. Each Soldier will be assessed by his/her classmates with instructor supervision.

Slide 3

Middle East: Pre-Islamic Period

Picture of wind blowing sand in Sahara sand dunes. Source:

http://www.saharamet.com/desert/photos/Sahara.html

The institutional framework that has pervaded Middle Eastern society to the present day began in ancient Mesopotamia around the third millenium B.C. The lineage/ tribal, religious, and political structures created by the Mesopotamian city states and empires established the framework for the later evolution of Middle Eastern societies before and during the Islamic movement took root. Note: Prior to Islam, there were many religious belief systems in the Middle East, e.g. Zoroastrianism, local polytheistic beliefs, Judaism, and a variety of different forms of Christianity. While Westerners are familiar with the history of states and empires, we need to recognize that the essence of Middle Eastern cultures were formed in the framework of families, tribes, and religion. In essence, the key point in looking at Middle Eastern cultures is to recognize the immense importance of 'local institutions' over 'state institutions' which came much later in history and in a form that was not so pervasive as to supersede local institutions. This point becomes even more apparent over time as political leaders in Iraq, Iran, and other states in the Middle East frequently refer to (and even defer to) the local institutions and their leaders for guaranteeing support and/or cooperation with national level plans of action. This institutional pattern was started in pre-Islamic times and continues today.

Another great aspect of the pre-Islamic period was the continuous ebb and flow of empires. Assyrian, Babylonian, Chaldean, Persian, and Alexander the Great as well as many others appeared and influenced the local populations before falling to the next up and coming power. A significant piece of understanding the Middle Eastern puzzle is recognizing that the puzzle is made up of many different cultures/civilizations that over the centuries melded together. Every new empire or civilization that emerged in the region added to the cultural 'stew'. If one were to classify the major elements of the Middle Eastern region's cultural mix, one could pull out three major civilizations/cultures: Arab, Persian, and Turkish. Arab Culture was heavily influenced by Hellenic culture/learning; Persian culture was heavily influenced by Oriental culture; and Turkish culture could arguably be linked to the Turkish nomadic groups and the culture they brought with them from the Central Asian steppes.

The rise of the city state is a pivotal aspect of the pre-Islamic period because it signifies the first

political entity of significance in the region. Eventually over time, city states of similar culture will merge forming the foundations of empires. The integration of communal society with the state politic was another important point of the pre-Islamic period that continued into the Islamic period. To explain further, as empires coalesced and state authorities grew in power, communal institutions did not disappear. Rather, local institutions became models and guides for state institutions. Family and Tribe as local institutions pervaded state politics as state leaders deferred to these familiar sources of support. Religion emerged in the state politic via the merging of political/religious power. In some cases, religious institutions were integrated for reasons of conveying symbolic legitimacy.

Slide 4

Cultural Sources/Institutions in Middle East Historical Context

An important aspect of any history presentation is the sources of education, conflict, and conflict mediation that have transcended time. The key theme in this topic of "Cultural Sources/institutions" is answering the question: "Why do people behave the way they do". Identifying the sources of education will allow the soldier or student to understand the basic sources that influence an indigenous person's thought-processes. Likewise, by identifying the sources of conflict and conflict mediation, one can better understand the logic that one uses in dealing with contentious issues. While by no means are the above sources the only ones, they are reflective of the Middle Eastern landscape. At regional and local levels, the sources will inevitably change and any soldier going to the Middle East should understand that local context always supersedes regional and national.

The sources of information in the Middle East are religion (predominantly Islam), Tribe, family, state, and media although not necessarily in that order.

The sources of conflict in the Middle East are tribal conflicts over resources, honor, local issues; state government versus tribal authorities; and religious difference.

The sources of conflict mediation in the Middle East are community leaders, tribal/family leaders, religious leaders…negotiate mediation of conflict. The key concept in this point is that we are not defining conflict resolution but mediation.

The instructor should emphasize the similarity between these sources and the pre-Islamic institutions. The point is that because the state governments in the Middle East are still in their infancy, emerging in the early 20th century, the local institutions hold a greater influence on the behavior of people and the order within society. For instance, while in some Middle Eastern countries, the security police have become a prominent means for the government to control the people, state leaders are still encouraged to look to local authorities and religious leaders to secure loyalty and stability. Saddam Hussein, despite his dictatorship, still had a bureau dedicated to tribal issues. (Dr. Mehrdad Izady, lecture from Middle East Orientation Course, Joint

Special Operations University, 24OCT05). Overall, while we may internationally recognize the regimes of the Middle East, we need to understand that internally, these regimes are heavily influenced by the institutions of tribe, family, and religion.

Slide 5

This year's United Nation's Arab Human Development Report urges governments in the region to implement economic, political and social reform or risk continuing to lag behind.

The report, compiled by Arab intellectuals and analysts, stressed the untapped potential of knowledge across the 22-country area and slammed pan-regional curbs on both intellectual and civil liberties.

The deterioration in individual and political freedoms in the Arab world is attributed to newly enacted legislation such as the Arab Charter against Terrorism, created in the aftermath of the September 11 attacks.

The charter, the United Nations Development Program (UNDP) report says, "allows censorship, restricts access to the internet, and restricts printing and publication... the charter neither explicitly prohibits detention or torture nor provides for questioning the legality of detentions."

The importance of letters. Education, the media and translation, considered by the authors as key channels for the distribution of information, present a picture of impotence, the report warned. "The most important challenge facing Arab education is its declining quality," the report said. "The mass media are the most important agents for the public diffusion of knowledge, yet Arab countries have lower information media-to-population ratios compared to the world average," it added.   The region has fewer than 53 newspapers per 1,000 citizens, compared to 285 papers per 1,000 in developed countries. Translation, the report added, which is a salient medium of propagating information, is stagnant in the Arab world.

Persecution of journalists. A separate report earlier this week showed that Arab journalists continue to suffer, with a number of cases in the past and current year of imprisonment or detention. "Journalists face illegal harassment, intimidation and even physical threats, censorship is rife and newspapers and television channels are sometimes arbitrarily closed down," it reported. There is a consensus in Arab states and among Arab intellectuals that education has become stagnant. Rarely a day goes by without criticism of the failure of the education systems in Arab countries to produce students who can think critically and innovatively. Critics consider the education systems in Arab countries obsolete, consistently failing generations of Arab students and squandering their creativity and productive capacities. Furthermore, progress has thus far been measured only in quantitative terms, such as the number of students enrolled and produced, while the quality and productivity of those who filter through the system has been disregarded. Many have recognized this point, however, there seems to be a common despair and lack of effective means to achieve systemic change. Changes so far have been merely

cosmetic, as visions are yet to be transformed into strategies and measurable outcomes. The usual suspects for educational failure are more often than not curriculum and programmatic deficiencies. There is also the occasional ramble regarding the lack of resources. However, according to the 2003 Arab Human Development Report (AHDR) curriculum practices in Arab countries, in technical and formal terms, do not differ from that of many other countries, which suggests that the primary problem lies elsewhere. The fundamental issue of teaching and teachers at the primary and secondary education levels is often minimized in discussions about reform, without which all other reform efforts in the educational process would be in vain. The field of teaching throughout the Arab world is long overdue for an overhaul, as it seems to have stalled. As such, the development of teaching should be a principle focus of reform efforts.

Slide 6

What are the Challenges to Education Development in Arab States?

The most recent Arab Human Development Report raised an alarm about the regretful state of Arab education. This well-received report pointed out that education was, above many, the gravest deficiency that Arab countries are experiencing. The report characterized the various education systems as consisting of outdated curricula, unqualified teachers, substandard facilities, as well as inefficient institutions and policies.

In comparing the knowledge base and capacities in Arab countries to that of others, the report concedes the difficulty of measuring the quality of education in Arab countries because of the paucity of information, which is, in itself, a substantial deficiency. The report declares that, "Efforts to measure the quality of Arab education are still limited—in itself an indication of a crises in education in the Arab countries." Nevertheless, available data shows that Arab states trail their Asian Tigers counterparts in many areas, including the level of investment in education, the number of students pursuing scientific disciplines, and the number of computers in classrooms. Kuwait, with its wealth and small population, was the only Arab country that participated the "Third International Mathematics and Science Study (TIMSS) in 1995." It placed in the bottom of the rankings, compared to Singapore, which was ranked first. Jordan, Tunisia, and Morocco participated in the second TIMSS survey in 1999, and received mathematics rankings of 32nd, 29th, and 37th, respectively. Singapore again ranked first. In science, the three countries were ranked 30th, 34th, and 37th, respectively, while Taiwan ranked first. Arab countries also score dismally in science education and the methods of teaching science is often said to be "outdated and archaic (Castillo, 2004)."

The AHDR highlighted the importance of employing able teachers and teaching methods in the intellectual development of children. For example, in proper nursery and kindergarten settings, the emphasis should be upon the intellectual and psychosocial development of children, such as the provision of "opportunities for play and access to free space that allows them to move,

express themselves, make decisions, and enhance their self-respect…[in an environment] that is interactive, not didactic (AHDR, 2003, p. 52)." Currently, the focus of early childhood education in Arab countries is primarily confined to teaching reading and writing. Moreover, teaching in the Arab world is often hampered, among other things, by low teacher morale, which likely derives from low salaries and "indifferent quality of teacher training," coupled with poorly designed and inadequately funded facilities and curricula. Teacher training institutions throughout Arab states are said to place premium on "rote memorization."

Dr. Victor Billeh, Director of UNESCO's Regional Office for Education in the Arab States, concurs with the assessment that teaching in the Arab world presents a formidable obstacle to the development of education. Dr. Billeh points out that, in general, the teaching profession is undervalued in Arab countries and as a result, teachers often absorb the financial and psychological repercussions of this neglect. According to Dr. Billeh, "there is generally a lack of respect for development, coupled with insufficient financial and psychological rewards, which has resulted in low motivation and few incentives to the profession." Furthermore, he points that there is a lack of appropriate and systematic evaluation mechanisms as well as professional development for teachers. These convictions and observations are frequently echoed by other scholars and policymakers, who warn that the profession will be further unable to retain and attract qualified teachers.

Slide 7

Which is the Way Forward?

Just as education institutions need to evolve and keep pace with rapid global and technological changes, teaching and teacher education in Arab countries must do the same. Teachers who themselves have not been exposed to effective teaching strategies and are unaware of different modes of learning, different motivational techniques, multiple student needs and intelligences, as well as varied assessment regimes, cannot implement effective change. At the end of the day, the promotion of new education ideas, such as student-centered learning, interactive classrooms, and critical thinking, will not amount to much. Furthermore, there is often the erroneous notion that the introduction of technology and computers into classrooms will magically transform schools. What will render classrooms more student-centered and interactive and promote critical thinking are TEACHERS. Therefore, negligible improvement will occur unless teachers are equipped with the appropriate knowledge and training.

Educators in Arab higher education institutions will be challenged to spearhead this reform effort by examining their teacher preparation programs and instituting appropriate changes, which should include programs based on the best and most promising instruction and learning practices. Similarly, governments will be tasked to boost teacher salaries in order to attract and retain bright teachers. In addition, teachers will have to receive ongoing development and

support. This endorsement and intervention will solve the issue of low morale and enhance the reputation of the profession and thereby, education in the Arab world.

Slide 8

The threat in Iraq can be described through these three elements:

Tribalist

Statist

Jihadist

Threat Type	Legitimization
Salafist extremists	Moral Code
Ba'athist/FRE	Statist Aims
Vengeful tribesmen	Tribal Code
Threat Type	**Ultimate Objective**
Salafist extremists	Islamist Govt.
Ba'athist/FRE	Restoral of Ba'ath rule
Vengeful tribesmen	Local Dominance
Threat Type	**Potential IO Vulnerability**
Salafist extremists	Distortion of Islamic doctrine
Ba'athist/FRE	Association with Rogue Regime
Vengeful tribesmen	Dishonorable Behavior

The above graph shows the different facets of the Threat Model. IO refers to Information Operations.

Information derived from multiple sources and Briefing on Assymetric Threat by Dr. John W. Jandora, USASOC

Explanation of terms:

A Jihadist represents the use of religion by extremists to forward their political agenda. In the Iraqi context, jihadists paint themselves as "Salafists" which literally means a "purist" or someone who attempts to adhere to the very early traditions/views of Islam. While Salafists are not necessarily violent, they form the ideological foundation for terrorist groups like al-Qaeda and HAMAS. Abu Musab al-Zarqawi, an affiliate of Al-Qaeda (arguably the representative of Al-Qaeda in Iraq), has couched his campaign of terrorism, beheadings, and murder in religious terms. Religion or more specifically, Islam becomes not only a tool for motivating his political supporters but a tool for recruiting others into what Zarqawi is trying to paint as a religious war. In addition to being a recruitment tool, Islam becomes a useful tool for mobilization of resources and

communication. It is not a coincidence that Zarqawi has tried to co-opt radical-minded clerics to his side. If one can co-opt religious leaders, one then gains access to the sermon which has historically been a tool for education both for political and religious purposes.

Ba'athists/FRE refer to Saddam Hussein's political party and circle of loyalists. FRE is Former Regime Elements. Former Regime elements have sought to capitalize on their connections to the tribes once supported by Saddam Hussein and the Ba'ath Party. While Ba'athists are a model for organization, the model overlaps with the Tribal Model. In other words, besides using the former chains of command (as seen under Saddam), these threats are also using tribal ties to organize resources and attacks.

Vengeful tribesmen refers to the citizenry who have a diverse number of reasons for their violence towards Coalition/Iraq government forces. A substantial number of these individuals are acting for reasons of securing greater power for their tribe and community. Others use violence for more personal reasons. In the South, there have been a number of incidents involving inter-clan warfare between the Shi'a. The basis for this violence is complex locally but looking at the big picture, the violence is best described as inter-tribal over the domination and possession of resources/power.

PRACTICAL EXERCISE SHEET 1

Title	Islam IV Practical Exercise
Lesson Number / Title	ISO4C12L version 001 / Islam IV
Introduction	
Motivator	
Terminal Learning Objective	**NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

Action:	Apply knowledge of the religion of Islam
Conditions:	Given a group, a selected topic, references, and a computer with Power Point.
Standards:	Give a presentation to the class on the selected topic, where each group member presents an equal segment.

Safety Requirements	There are no safety issues.
Risk Assessment	Low - Low IV/E
Environmental Considerations	There are no environmental issues.
Evaluation	
Instructional Lead-In	
Resource Requirements	**Instructor Materials:** Lesson plan, slides, handouts **Student Materials:** Pen, notebook, read-ahead material
Special Instructions	**Students must address all of these issues with accuracy and insight to receive a GO in this lesson. Suggested answers are supplied with each topic, below. However, since answers will vary with students' individual insights, experiences and research, determining qualifying answers are left to the instructor's discretion. If the student does not adequately distinguish between extremist and mainstream Islamic groups, they will receive a NO-GO.**

Procedures
Islam Level IV- (There is no PowerPoint presentation for this module.)

Task: Apply knowledge of the religion of Islam.

Condition: Given a group, a selected topic, references, and a computer with Power Point.

Standard: Give a presentation to the class on the selected topic, where each group member presents an equal segment.

Topics:

1. What is Jihad and how does it tie in to Extremist Islamic Groups?
    a. Define "*jihad"* and *"extremist"*
    b. Name three different extremist Islamic groups
        i. Who are the leaders or key players?
        ii. What are the goals or objectives?
    c. Discuss their origins
2. Compare the religions of Christianity and Islam.
    a. List and define five similarities.
    b. List and define five differences.
    c. Main figures –
        i. Jesus
        ii. Muhammad
        iii.   Paul
        iv.   John the Baptist
        v. Mary

References: (but not limited to)

-   Lesson plans
    o   Islam Level II
-   Quran (http://www.searchtruth.com/list.php, NOV 05, Quran and Hadith database)
-   Bible (http://www.bibleontheweb.com/Default.asp, NOV 05, Bible search function)
-   Internet

    o   http://www.islamfortoday.com/shia.htm, The Origins of the Sunni/Shia split in Islam, Hussein Abdulwaheed Amin, NOV 05

    o   http://www.islamfortoday.com/beliefs.htm, The religion of Islam
        Basic theological beliefs and concepts, NOV 05

    o   http://www.fas.org/irp/crs/RS21745.pdf, CRS Report for Congress, Islam: Sunnis and Shiites, Febe Armanios, 23 FEB 04
    o   http://www.globalsecurity.org/military/intro/islam-shiia.htm, Shiia Islam, NOV 05.

    o   http://muslim-canada.org/islam_christianity.html, Islam and Christianity
        Similarities and Differences, James Abdul Rahim Gaudet, Rabia Mills
        and Syed Mumtaz Ali, NOV 05

    o
            http://www.religionfacts.com/islam/comparison_charts/islam_judaism_christianity.htm, Comparison of Islam, Judaism, and Christianity, 24 MAR 05

PRACTICAL EXERCISE SHEET #1

Title	Tactical Application of Cultural Knowledge II
Lesson Number / Title	ISO2C30L version 001 / Tactical Application of Cultural Knowledge II
Introduction	This is the first of two practical exercises. Instructor should announce that there must be maximum participation in this discussion. Student input can be written down by one person in a notebook or on a whiteboard for discussion purposes and to see how close they match to some of the suggested answers.
Motivator	
Terminal Learning Objective	**NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

Action:	Identify cultural factors in which knowledge of the cultural terrain can influence Military Operations within the Contemporary Operating Environment (COE).
Conditions:	Without references.
Standards:	List 3 cultural factors of the COE that can influence military operations.

Safety Requirements	There are no safety issues.
Risk Assessment	Low - Low IV/E
Environmental Considerations	There are no environmental issues.
Evaluation	Level of student participation (Instructor should attempt to solicit answers/discussion from as many students as possible)
Instructional Lead-In	
Resource Requirements	**Instructor Materials:** Lesson plan, slides **Student Materials:** Pen, notebook
Special Instructions	***NOTE TO INSTRUCTOR: The point of these exercises is to allow the soldiers to think critically from a cultural standpoint. Ask the soldiers to simply view the cultural factors that can help influence the situation, rather than their specific SOPs and guidance. The soldiers should be able to explain their choices from a cultural standpoint.

Procedures
Practical Exercise #1

While on patrol you notice a local man begins arguing with a soldier on your team. Many have gathered, including a group of young boys and some older gentlemen, and the situation could rapidly spin out of control. Knowing that this situation could be volatile, what actions might diffuse the situation from a cultural standpoint? Would you immediately call for support from another team? Why? Would you disperse the crowd yourself?

Feedback Requirements

PRACTICAL EXERCISE SHEET #2

Title	Tactical Application of Cultural Knowledge II
Lesson Number / Title	ISO2C30L version 001 / Tactical Application of Cultural Knowledge II
Introduction	This is the second of two practical exercises. Instructor should announce that there must be maximum participation in this discussion. Student input can be written down by one person in a notebook or on a whiteboard for discussion purposes and to see how close they match to some of the suggested answers
Motivator	

Terminal Learning Objective

NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

Action:	Identify cultural factors in which knowledge of the cultural terrain can influence Military Operations within the Contemporary Operating Environment (COE).
Conditions:	Without references.
Standards:	List 3 cultural factors of the COE that can influence military operations.

Safety Requirements	There are no safety issues.
Risk Assessment	Low - Low IV/E
Environmental Considerations	There are no environmental issues.
Evaluation	Level of student participation (Instructor should attempt to solicit answers/discussion from as many students as possible)
Instructional Lead-In	
Resource	**Instructor Materials:**

Requirements	Lesson plan, slides
	Student Materials: Pen, notebook
Special Instructions	***NOTE TO INSTRUCTOR: The point of these exercises is to allow the soldiers to think critically from a cultural standpoint. Ask the soldiers to simply view the cultural factors that can help influence the situation, rather than their specific SOPs and guidance. The soldiers should be able to explain their choices from a cultural standpoint.

Procedures
Practical Exercise # 2

You are a member of a team responsible for conducting door-to-door searches. The neighborhood you are searching has a reputation for being considerate and helpful. Upon knocking, no one answers although there are noises coming from inside that indicate that there are individuals inside. You enter the house to search and you find an older man and what appears to be his 3 male relatives sitting on the ground, apparently praying. What cultural considerations should be accounted for?

Feedback Requirements	

Evaluations

LEADERSHIP POSITION
Performance Evaluation Checklist

Student's Name:	**Rank:**
SGL/Instructor's Name:	**Date:**

Student must receive a "GO" in 12 of 17 Performance Indicators to receive an overall "GO." The SGL/Instructor must comment on student's strengths, weaknesses, and ways to improve.
(Note: Refer to FM 22-100, App B)

PERFORMANCE INDICATORS

VALUES	GO	NO GO	N/A
Demonstrated Loyalty			
Demonstrated Devotion to Duty			
Demonstrated Respect			
Demonstrated Selfless Service			
Demonstrated Integrity			
Demonstrated Personal Courage			
ATTRIBUTES	**GO**	**NO GO**	**N/A**
Demonstrated Desirable Mental Attributes			
Demonstrated Desirable Physical Attributes			
Demonstrated Appropriate Emotional Attributes			
SKILLS	**GO**	**NO GO**	**N/A**
Demonstrated Interpersonal Skills			
Demonstrated Conceptual Skills			
Demonstrated Technical Skills			
Demonstrated Tactical Skills			
ACTIONS	**GO**	**NO GO**	**N/A**
Motivation			
Operated by Effectively Planning, Executing, and Assessing			
Improved the organization by effectively Developing, Building and Learning			

COMMENTS:

LEADERSHIP POSITION
Performance Evaluation Checklist

STRENGTHS:

WEAKNESSES:

RECOMMENDATIONS

OVERALL EVALUATION:	**GO**		**NO GO**	

SGL/Instructor's Signature:	**Student's Signature:**

STUDENT DISCUSSION LEADER (SDL)
Performan Evaluation Checklist

Student's Name:		Student's Number:		Rank:
Assigned Lesson:		SGL/Instructor's Name:		Date:

Student must receive a "GO" in 10 of the 13 Performance Measures

to receive an overall "GO." (Not counting Group Performance.)

PERFORMANCE MEASURES	INITIAL		RETEST	
INTRODUCTION:	**GO**	**NO GO**	**GO**	**NO GO**
Focused group on the task.				
Clearly stated lesson objectives.				
Motivated/Created interest in students.				
LESSON BODY:	**GO**	**NO GO**	**GO**	**NO GO**
Facilitated discussion according to Training Support Package.				
Involved all students in the discussion.				
Displayed understanding of lesson material.				
Asked appropriate questions that stimulated class discussion.				
CONCLUSION:	**GO**	**NO GO**	**GO**	**NO GO**
Summarized lesson.				
Conducted a check on learning.				
SDL REQUIREMENTS:	**GO**	**NO GO**	**GO**	**NO GO**
Prepared and ready to conduct lesson and Practical Exercises.				
Stayed within the time requirements.				
Used visual aids effectively.				
Reported lesson discrepancies to the SGL.				
GROUP PERFORMANCE:	**GO**	**NO GO**	**GO**	**NO GO**
Group members interacted with each other.				
Group worked as a team.				
Group members provided feedback.				
Group adhered to group rules.				
Group focused on the learning objectives.				
Group achieved the Terminal Learning Objective.				

NOTE: Group performance rating does not affect student's evaluation.

STUDENT DISCUSSION LEADER
Performance Evaluation Checklist

STRENGTHS:

WEAKNESSES:

RECOMMENDATIONS

OVERALL EVALUATION:		**GO**		**NO GO**	

SGL/Instructor's Signature: | **Student's Signature:**

ORAL OPERATIONS ORDER EVALUATION SHEET

Name:					Rank:				
SGL:					DATE:				
	P	A	E	N/A		P	A	E	N/A
INTRODUCTION	**1**	**2**	**3**		**3. EXECUTION(cont.)**	**1**	**2**	**3**	
Greeting (Ensure all participants have pen, paper; Hold all questions until the end)					Coordinating Instructions				
Roll Call/Seating arrangement					Time or condition when the plan/order becomes effective				
Terrain Model Orientation/Time Zone					CCIR (PIR, FFIR)				
North Seeking Arrow					Risk reduction control measures				
Security Classification					Rules of engagement				
					Environmental considerations				
1. SITUATION	**1**	**2**	**3**		Teams				
Enemy Forces					-EPW				
-Enemy forces Operational/Tactical Level					-Aid & Litter				
-Most Dangerous Course of Action					-Demolitions				
-Most Likely Course of Action									
-Equipment/Capabilities					**4. SERVICE SUPPORT**	**1**	**2**	**3**	
-Assessment of terrorist activities					CLASS I				
Friendly Forces					CLASS III				
-Higher CDRs' Mission/Intent/Concept					CLASS IV				
-Applicable Adjacent Units' Missions					CLASS V				
Environmental					CLASS VIII				
-Terrain					CLASS IX				
-Weather and light Data					MEDEVAC Procedures				
-Civil considerations									
Attachments/Detachments					**5. COMMAND AND SIGNAL**	**1**	**2**	**3**	
					CP/Leader Locations				
2. MISSION (MUST READ twice)	**1**	**2**	**3**		Succession of command				
Who					SOI Information				
What					Visual and Pyrotechnic signals				
When									
Where					**OVERALL DELIVERY**	**1**	**2**	**3**	
Why					Confidence				
					Voice control				
3. EXECUTION	**1**	**2**	**3**		Terrain Model (used effectively)				
Commander's Intent (End State)					Asked for questions after soliciting feedback				
Concept of the Operation									
-Scheme of Maneuver									
-Fires					SUP = 135 -150 Points **(see note)**				
Tasks to Manuever/Support/Subordinate Units					SAT = 100 -134 Points				
					UNSAT = 99 Points & below				
					Must not exceed 20 minutes				

Note: Must receive Excellent rating in Confidence & Voice Control and must not exceed 20 minutes in order to receive an overall SUP rating.

Total score side A:		Total score side B:	
		Overall Total Score	

Overall Comments:

ORAL OPERATIONS ORDER
Performance Evaluation Checklist

STRENGTHS:

WEAKNESSES:

RECOMMENDATIONS

OVERALL EVALUATION:		GO		NO GO	

SGL/Instructor's Signature:	Student's Signature:

WRITTEN OPORD EVALUATION			
Performance Evaluation Checklist			

Student's Name:		**Rank:**	
SGL/Instructor's Name:		**Date:**	

**LATE turn-in of the OPORD is an automatic Satisfacoty rating.
SGL/Instructor must comment on student's strengths, weaknesses, and ways to improve.
(Note: Refer to FM 5-0, AR 25-50)
**Students must review FM 5-0 for specifc guidance in individual areas.

Evaluated Areas			
FORMAT (-1 Superior, -2 Satisfactory, -3 or more Unsat)	**GO**	**NO GO**	**N/A**
Proper alignment, font (1" magins, proper spacing, indentation, font)			
Five paragraphs (Situation, Mission, Execution, Ser.&Sup, Cmd & Signal)			
Task Organization (Outline Format only)			
Coordinating Instructions (1-5 mandatory)			
Tasks to Maneuver/Supporting Units listed IAW Task Organization			
Clarity/Brevity			
Misc (Date time group, headings, page numbers, signatures, etc)			
*Any annexes listed must be provided and will be graded IAW FM 5-0.			
Annexes (Properly added, referenced and completed.)			
SITUATION (No errors Superior, -1 Satisfactory, -2 or more Unsat)	**GO**	**NO GO**	**N/A**
Enemy Situation			
Friendly Forces (1 up, 2 up, Flanks)			
Environment (Terrain, weather, civil convsiderations)			
MISSION (No errors Superior, -1 Satisfactory, -2 or more Unsat)	**GO**	**NO GO**	**N/A**
Who			
What			
When			
Where			
Why			
EXECUTION (-1 Superior, -2 Satisfactory, -3 or more Unsat)	**GO**	**NO GO**	**N/A**
Commander Intent (Must have an end statement)			
Concept of operations			
Tasks to maneuver units			
Tasks to other combat and combat support units			
Coordinating Instructions			
Reasonable/Effective plan			
SERVICE SPRT (No errors Superior, -1 Satisfactory, -2 or more Unsat)	**GO**	**NO GO**	**N/A**
Support Concept			
Material Services (Class I, III, IV, etc)			
Health Services			
Personnel Service support			
CMD & SIGNAL (No errors Superior, -1 Satisfactory, -2 or more Unsat)	**GO**	**NO GO**	**N/A**
Command (At least one future location)			
Signal (Specific signal operating instructions)			
"ACKNOWLEDGE"			
Superior (5 of 6 areas, no unsats) Satisfactory (4 of 6 areas) Unsat (3 or more areas)			

WRITTEN OPERATIONS ORDER
Performance Evaluation Checklist

STRENGTHS:

WEAKNESSES:

RECOMMENDATIONS

OVERALL EVALUATION: **SUP** **SAT** **UNSAT**

SGL/Instructor's Signature: | **Student's Signature:**

MP ANCOC CPX EVALUATION   **191-4040**

CONDUCT MILITARY POLICE COMMAND POST SKILLS

Student Name:_____ **Platoon:**_____ **Date:**_____

EVALUATOR NAME: _____ **Class:** _____

TASK	"GO"	"NO GO"
OVERALL EVALUATION	_____	_____

(Each student must receive a "GO" in three (3) out of twelve (12) common COMMAND POST Skills (CCPS)

1. Effectively tracked soldiers and equipment during CPX.	_____	_____
2. Effectively processed enemy and friendly information.	_____	_____
3. Effectively battle track respective cell.	_____	_____
4. Coordinate and monitor recon and surveillance.	_____	_____
5. Coordinate circulation control Operations.	_____	_____
6. Prepare Traffic Control Plan.	_____	_____
7. Coordinate and monitor MSR Regulation enforcement	_____	_____
8. Plan movement to contact.	_____	_____
9. Monitor MP response to Base/Base Cluster Defense.	_____	_____
10. Coordinate and monitor security of critical facility.	_____	_____
11. Coordinate and monitor convoy security mission.	_____	_____
12. Perform consolidation and reorganization.	_____	_____

REMARKS:

_____

_____

_____

_____

REF : ARTEP 19-313-10-MTP

COMMAND POST EXERCISE EVALUATION
Performance Evaluation Checklist

STRENGTHS:

WEAKNESSES:

RECOMMENDATIONS

OVERALL EVALUATION:		**GO**		**NO GO**	
SGL/Instructor's Signature:			**Student's Signature:**		

MILITARY BRIEFING EVALUATION CHECKLIST

NAME (LAST, FIRST, MI)	RANK	DATE

SUBJECT:

EVALUATION:	NA	UNS	SAT	SUP
Introduction:				
Greeting:		( )	( )	( )
Type and Classification:		( )	( )	
Purpose and Scope:		( )	( )	( )
Outline or Procedure:		( )	( )	( )
Body:				
Content:		( )	( )	( )
Sequence:		( )	( )	( )
Visual Aids:		( )	( )	( )
Transitions:		( )	( )	( )
Closing:				
Ask for Questions:		( )	( )	( )
Conclusion:		( )	( )	( )
Announce next speaker:		( )	( )	( )
Time: _____ (min/sec)		( )	( )	( )
Key Communication Factors:				
Enthusiasm:		( )	( )	( )
Stance:		( )	( )	( )
Gestures:		( )	( )	( )
Eye Contact:		( )	( )	( )
Voice Variables:		( )	( )	( )
Clarity:		( )	( )	( )
OVERALL EVALUATION:		( )	( )	( )

Comments:

MILITARY BRIEFING
Performance Evaluation Checklist

STRENGTHS:

WEAKNESSES:

RECOMMENDATIONS

OVERALL EVALUATION:	GO		NO GO	

SGL/Instructor's Signature:	Student's Signature:

FORMAL MEMORANDUM EVALUATION CHECKLIST

NAME (LAST, FIRST, MI)	RANK	DATE
TOPIC:	**SGL:**	

EVALUATION:	NA	UNS	SAT	SUP
Heading:				
Office Symbol:		( )	( )	( )
Date:		( )	( )	( )
FOR Line:		( )	( )	( )
THRU Line:		( )	( )	( )
Subject Line:		( )	( )	( )
Body:				
Beginning:		( )	( )	( )
Spacing:		( )	( )	( )
Indenting:		( )	( )	( )
Paragraph numbering:		( )	( )	( )
Closing:				
Signature block:		( )	( )	( )
STYLE:				
Letterhead:		( )	( )	( )
Format IAW AR 25-50:		( )	( )	( )
Word Choice:		( )	( )	( )
Sentences:		( )	( )	( )
Paragraphs:		( )	( )	( )
Grammar:		( )	( )	( )
Punctuation:		( )	( )	( )
Spelling:		( )	( )	( )
OVERALL EVALUATION		( )	( )	( )

Comments:

RATED AREA	SUPERIOR	SATISFACTORY	UNSATISFACTORY
HEADING	4 or more SUPERIORS (NO UNSATS)	NO MORE THAN 1 UNSAT	2 OR MORE UNSATS
OFFICE SYMBOL	NO ERRORS	ONE ERROR	SEVERAL ERRORS OR MISSING
DATE	NO ERRORS	ONE ERROR	SEVERAL ERRORS OR MISSING
FOR LINE	NO ERRORS	ONE ERROR	SEVERAL ERRORS OR MISSING
THRU LINE	NO ERRORS	ONE ERROR	SEVERAL ERRORS OR MISSING
SUBJECT LINE	NO ERRORS	ONE ERROR	SEVERAL ERRORS OR MISSING
BODY	3 or more SUPERIORS (NO UNSATS)	NO MORE THAN 1 UNSAT	2 OR MORE UNSATS
BEGINNING	NO ERRORS	ONE ERROR	SEVERAL ERRORS
SPACING	NO ERRORS	ONE ERROR	SEVERAL ERRORS
INDENTING	NO ERRORS	ONE ERROR	SEVERAL ERRORS
PARAGRAPH NUMBERING	NO ERRORS	ONE ERROR	SEVERAL ERRORS
CLOSING	1 SUPERIOR	1 SAT	1 UNSAT
SIGNATURE BLOCK	NO ERRORS	ONE ERROR	SEVERAL ERRORS OR MISSING
STYLE	6 or more SUPERIORS (NO UNSATS)	NO MORE THAN 1 UNSAT	2 OR MORE UNSATS
LETTERHEAD	NO ERRORS	ONE ERROR	SEVERAL ERRORS OR MISSING
FORMAT IAW AR 25-50	NO ERRORS	FEW ERRORS	NUMEROUS ERRORS
WORD CHOICE	WORD CHOICE AT APPROPRIATE LEVEL	SOME JARGON, ADEQUATE WORD CHOICE	OVER USE OF JARGON, VAGUE
SENTENCES	WRITTEN TO EXPRESS COORDINATION AND PROPER USE OF PASSIVE VOICE	EFFECTIVE USE OF SUBORDINATION AND COORDINATION	TOO LONG OR TOO SHORT SENTENCES, EXCESSIVE PASSIVE VOICE
PARAGRAPHS	PROPER LENGTH, CLEAR FOCUS OF TOPIC	FOCUSED AND CONCISE	TOO LONG FOR FOCUS
GRAMMAR	ONLY ONE OR TWO ERRORS	VERY FEW GRAMMAR ERRORS	NUMEROUS ERRORS, MADE READING HARD
PUNCTUATION	ONLY ONE OR TWO ERRORS	VERY FEW PUNCTUATION ERRORS	NUMEROUS ERRORS, MADE READING HARD
SPELLING	NO MISSPELLINGS, NO CAPITALIZATION ERRORS	ONE OR TWO MISSPELLED WORDS OR CAPITALIZATION ERRORS	NUMEROUS MISSPELLED WORDS, POOR CAPITALIZATION
TURNED IN ON TIME	IF NOT TURNED IN ON TIME, THE STUDENT WILL RECEIVE AN OVERALL UNSAT		
CORRECT LENGTH	IF MEMORANDUM EXCEEDS 2 PAGES, THE STUDENT WILL RECEIVE AN OVERALL UNSAT		
OVERALL EVALUATION	3 or more OVERALL SUPERIORS (NO UNSATS, individual OR overall)	NO MORE THAN 1 OVERALL UNSAT (MUST NOT RECEIVE OVERALL UNSAT IN STYLE AREA)	OVERALL UNSAT IN STYLE AREA **OR** 2 OR MORE OVERALL UNSATS
(Instructor's signature)		(Student's signature)	

FTX Mission Evaluation Sheet

191-4050

Student's Name:	Student's Number:	Rank:
Assigned Mission:	SGL/Instructor's Name:	Date:

Evaluator Note: Evaluator will write N/A in all performance measures that are not required to complete the particular mission that is being evaluated.

Performance Measures	<u>GO</u>	<u>NO-GO</u>
1. Received/analyzed the mission.	――	――
a. Determined actions by identifying:		
(1) mission content – Who, What, When, Where, and Why		
(2) friendly and enemy situations		
(3) limitations and constraints		
b. Conducted a reconnaissance as allowed by time available		
2. Issued a Warning Order to subordinate leaders and other key personnel briefing the following:	――	――
a. Situation		
b. Mission		
c. Execution		
d. Service and support		
e. Command and Control		
3. Made a tentative plan	――	――
a. Completed METT-TC analysis		
b. Established contingency plans		
(1) evacuations – medical and tactical		
(2) assembly areas and rally points		
(3) phase lines of friendly troops		
(4) Detainee operations		
c. Organized personnel into teams based on mission requirements:		
(1) main objective force		
(2) security		
(3) search		
(4) reserve		
4. Coordinated for support requirements	――	――
a. Class I, III, IV, V, VIII, and IX supplies		
b. Fire support and air support		
c. Transportation		
5. Conducted pre-combat checks	――	――
a. Weapons and ammunition		
b. Communications		
c. Rations and water		
d. Specific equipment to mission		

Performance Measures	GO	NO-GO
6. Completed the plan	‒‒‒	‒‒‒
7. Issued the order	‒‒‒	‒‒‒
a. Used format appropriate to the commander's guidance and time available		
b. Prepared overlays or sketches as appropriate		
8. Supervised rehearsals, if time permits	‒‒‒	‒‒‒
9. Briefed Soldiers on rules of engagement (ROE) and rules for the use of force (RUF).	‒‒‒	‒‒‒
10. Notified higher headquarters at the beginning of the mission	‒‒‒	‒‒‒
11. Used proper movement techniques.	‒‒‒	‒‒‒
12. Responded correctly to actions on contact	‒‒‒	‒‒‒
13. Secured area/objective.	‒‒‒	‒‒‒
14. Notified higher headquarters	‒‒‒	‒‒‒
a. Mission status		
b. Medical		
c. Detainees		
15. Conducted Detainee Processing.	‒‒‒	‒‒‒
16. Prepared reports/forms	‒‒‒	‒‒‒
17. Conducted After Action Report (AAR)	‒‒‒	‒‒‒

STRENGTH

WEAKNESS

RECOMMENDATIONS

(SGL's signature)	(Student's signature)

PHYSICAL FITNESS TRAINING SESSION
Performance Evaluation Checklist

Student's Name:		Student's Number:		Rank:
Assigned PT Event:		SGL/Instructor's Name:		Date:

Student must receive below listed amount of "GO"s in each area in order to receive an overall "GO"

PERFORMANCE MEASURES	FIRST EVALUATION		RE-EVALUATION	
RISK ASSESSMENT: **(1 of 1 to be eligible for overall GO)**	GO	NO-GO	GO	NO-GO
Conducted risk assessment				
EXTENDED RECTANGULAR FORMATION: **(9 of 9 to be eligible for overall GO)**	GO	NO-GO	GO	NO-GO
Brought group to attention and formed group into two ranks.				
Commanded Extend to the left, MARCH				
Commanded Arms downward, MOVE				
Commanded Left, FACE				
Commanded Extend to the left, MARCH				
Commanded Arms downward, MOVE				
Commanded Right, FACE				
Commanded From front to rear, COUNT OFF				
Commanded Even numbers to the left, UNCOVER				
WARM-UP: **(4 of 5 to be eligible for overall GO)**	GO	NO-GO	GO	NO-GO
Conducted slow jog-in-place or walk for 1-2 minutes				
Conducted slow joint rotation exercises				
Conducted slow, static stretching				
Conducted calisthenic exercises (Appropriate for Warm-up)				
Conducted warm-up for 5-7 minutes				
CONDITIONING ACTIVITY: **(3 of 4 to be eligible for overall GO)**	GO	NO-GO	GO	NO-GO
Brought group to attention before beginning each exercise				
Conducted Calisthenic exercises (Appropriate for Conditioning)				
Provided sufficient training intensity				
Session included CR, muscular endurance, and/or strength training for 20-45 minutes				
COOL DOWN: **(4 of 5 to be eligible for overall GO)**	GO	NO-GO	GO	NO-GO
Conducted cool down				
Cool down gradually brought the body back to its resting state				
Repeated the stretches done in the warm-up				
Held stretches 30 seconds or more				
Conducted cool down for 5-7 minutes				
ENDS SESSION: **(2 of 2 to be eligible for overall GO)**	GO	NO-GO	GO	NO-GO
Brought group to attention				
Commanded Assemble to the Right, MARCH				
OVERALL EVALUATION:	GO	NO-GO	GO	NO-GO

PHYSICAL FITNESS TRAINING SESSION
Performance Evaluation Checklist

STRENGTHS:

WEAKNESSES:

RECOMMENDATIONS

OVERALL EVALUATION:		GO		NO GO	
SGL/Instructor's Signature:		**Student's Signature:**			

NCO CREED EVALUATION SHEET

Student's Name:	Student's Number:	Rank:
Platoon	SGL/Instructor's Name:	Date:

No one is more professional than I. I am a Noncommissioned Officer, a leader of soldiers. As a Noncommissioned Officer, I realize that I am a member of a time honored corps, which is known as "The Backbone of the Army". I am proud of the Corps of Noncommissioned Officers and will at all times conduct myself so as to bring credit upon the Corps, the Military Service and my country regardless of the situation in which I find myself. I will not use my grade or position to attain pleasure, profit, or personal safety.

Competence is my watchword. My two basic responsibilities will always be uppermost in my mind -- accomplishment of my mission and the welfare of my soldiers. I will strive to remain tactically and technically proficient. I am aware of my role as a Noncommissioned Officer. I will fulfill my responsibilities inherent in that role. All soldiers are entitled to outstanding leadership; I will provide that leadership. I know my soldiers and I will always place their needs above my own. I will communicate consistently with my soldiers and never leave them uninformed. I will be fair and impartial when recommending both rewards and punishment.

Officers of my unit will have maximum time to accomplish their duties; they will not have to accomplish mine. I will earn their respect and confidence as well as that of my soldiers. I will be loyal to those with whom I serve; seniors, peers, and subordinates alike. I will exercise initiative by taking appropriate action in the absence of orders. I will not compromise my integrity, nor my moral courage. I will not forget, nor will I allow my comrades to forget that we are professionals, Noncommissioned Officers, leaders!

REMARKS:

NCO CREED
Performance Evaluation Checklist

STRENGTHS:

WEAKNESSES:

RECOMMENDATIONS

OVERALL EVALUATION:	**SUP**		**SAT**		**UNSAT**	

SUP- You must have no more than 1 mistake per paragraph to receive an overall Superior

SAT- In order to receive a satisfactory, you must have no more than 6 mistakes total.

UNSAT- If you receive an overall unsat on the NCO Creed you will have 1 additional chance to receive a satisfactory rating.

Mistakes examples are defined as the following: Missed/incorrect words or sentences, dramatic pauses of 3-5 seconds or longer, not reciting the creed in proper sequence…etc.

SGL/Instructor's Signature: **Student's Signature:**